

Childhood Education

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**Citizen Groups
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JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*

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FRANCES MAYFARTH, *Editor*

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Next Month

■ "Financing An Adequate Elementary School Program," the theme for the December issue, is to be introduced by an editorial, "Is It the Teacher's Business to Know About Finances?", prepared by Willard E. Goslin, Superintendent of Schools, Webster Groves, Missouri.

"What Do We Mean By An Adequate Elementary School Program?" is to be described by Helen Mackintosh, Specialist in Elementary Education, U. S. Office of Education. "School Public Relations and How to Improve Them," by O. H. Plenzke, originally scheduled for November, has been held for December since its content seems particularly appropriate for this issue.

A symposium describing what characterizes an adequate elementary school program has been prepared by a state superintendent of public instruction, a county superintendent of schools and a city superintendent of schools. "What Federal Aid Can Contribute to an Adequate Elementary Program" will be discussed by Howard A. Dawson, Director of Rural Education for the National Education Association.

EXTRA COPIES—Orders for reprints from this issue must be received by the Law Reporter Printing Company, Washington, D. C., by the tenth of the month of issue.



Courtesy Farm Security Administration

Let us plan for all the children

Children Are Socializing Agents

THE hurricane of forces which is disrupting the lives of people, pitting them against each other in deadly combat is, in subtle ways, drawing groups closer together. Shock, following in the wake of catastrophe, knits the lives of kindred souls. Sheer defense of personal safety demands close relationship of people. There is general concern about finding ways by which to work together to secure the benefits of peace, security, and prosperity once taken for granted.

We who work with children have within our reach one of the strongest powers in this or any other time for bringing people together. Just naturally, children wedge their ways without force or violence into the most inaccessible bulwarks of human entrenchment. Look at a community where there are children. It lacks conspicuously the pattern of aloof and refined celibacy which exists in a fashionable apartment house district where children are excluded. A new family moves in; they are introduced to all the neighbors within a week by a house-to-house canvass made by the children. Children are natural case-investigators; their unrestrained curiosity, their unbridled social impulses impel them to explore. Their sheer lack of sophistication makes their probing acceptable to people. Occasionally their depredations strike fire, but this only leads to conferences between parents for determining what all residents of the neighborhood should be working on together. Perhaps better play space is needed, or better housing, or maybe better regulation of naps, play time, study hours, or social permissions. Children furnish purposes and demand that adults attend to them.

So well known is the power of this social force exerted by children that families are often exploited by the use of it. Advertisers offer contests, prizes, and other incentives to youthful users of their products in place of direct appeal to the buyers in the family. Many schools are beset with requests that they sponsor adult campaigns for one cause or another by appeals to children who are expected to clinch the details with their parents by use of wiles which children know how to handle with ease.

Children can contribute in subtle ways to the advancement of better living. If we are wise in the use of their influence on adults, we can see at once the results of our teaching and need not, as is so often said, await the fruition of our work until the new generation reaches maturity.

BUT we must be wise in our use of the precious socializing power of children lest we exploit it. We must not make of them the bearers of burdens too heavy for their years or the unwitting perpetrators of propaganda which is too subtle for them to understand.

The process is as simple as the socializing techniques of children themselves. It is the process of making schools the centers of wholesome community living. The purposes of such schools center about the welfare of all people, and the natural social talents of children point the way to their attainment.—WINIFRED E. BAIN, *Principal, Wheelock School, Boston, and Chairman, Board of Editors, Childhood Education.*

You Can Begin Today

IF THE AMERICAN WAY OF LIFE is to be saved, *all of us* will have to help save it. No definition of democracy is broad enough if it does not permit every group and every profession in the nation to make its distinctive contribution. Saving America in times like these is largely a matter of getting *all* the groups that play important parts in American life to play those parts as effectively and as cooperatively as possible. Our homes, our churches, our schools, our businesses, our industries, our youth organizations and countless other groups all have their distinctive work to do, their services to render. Cooperation *in* freedom must be our goal.

Someone has said that the way to thwart the fifth column in America is to get the other four columns to work well together. That is well said. But how shall we do it? You and I stand somewhere among those columns. How may we show real patriotism in practical ways?

Begin where you are. Make every group of which you are a part a little more effective in meeting the needs of your community. Un-met needs are the danger spots. Intelligent participation can be the spot-remover. And participation, the democratic way, cannot be coerced. It cannot be bought. It cannot be delegated. Either we freely exercise our citizenship, or in effect we lose it. From others we can only invite participation or win it through our attitude. The only democratic participation I *command* is my own.

The task before us is not hopeless, for things get done in any community where even a few individuals practice cooperation dynamically. God could have saved Sodom for ten righteous men and many a modern city has been regenerated by the efforts of twenty-five. Trace the history of any project to its source and you will find that some individual conceived it, while others were indispensable to its growth.

IF, THEREFORE, you despair of getting cooperation for your own work, try giving cooperation to the work of others. You can, if you will this year, discover and contribute to the most socially important projects of your community that others are promoting. If you cannot give time, if you cannot give money, you can at least give understanding and dynamic appreciation. Every town needs "dynamic appreciators." No one in the community is in a better position to practice and spread that spirit of cooperation than the teacher.

This may look like a slow, laborious program, but too long have we sought the easy way, the quick way. The individual *is* the operating unit in society, and cooperative effort that challenges him to assume his civic responsibility can save democracy in America.—Harrison M. Sayre, *President, American Education Press; Chairman, Ohio Commission for Democracy.*

Pertinent Problems in School-Community Relationships

Dr. Hanna, who is professor of education at Stanford University, California, is serving this year as a consultant in post-war planning for childhood and youth for the National Resources Planning Board at Washington, D. C. He discusses here "three problems in school-community relationships that at the moment are most in our thoughts" and points out how these problems can be met and what the teacher can contribute toward their solution.

ANY CONSIDERATION OF THE important educational problems of our time must include an examination of the relationship between the school and the community in which the school exists. This relationship today presents problems which are by no means new ones but there are three problems that at the moment are most in our thoughts—(1) the nature of the world crisis and the role of the school in maintaining mental and physical health and morale in our children for "the duration"; (2) the nature of community life and its effects on shaping the growth and development of our children and, (3) the nature of the relation of parents to the education of their children.

In discussing the first problem—that of the world crisis and the role of the school—we must recognize the probabilities of that which we hope may be avoided, namely, that the war in which the world is now engaged is likely to be a long war and that the United States will undoubtedly become involved in it. It is not our inten-

tion here to document these probabilities but let us assume that they are valid and consider in what manner children would be affected by them.

Much as we feel confident that our farms and factories are producing an abundance of food for us all, it is evident from the experience abroad that full involvement on our part over a period of several years would materially decrease our food surpluses, particularly in certain types of food which are essential for a balanced nutrition. Consequently, the physical growth and best development of our children would be imperiled. Already our medical experts tell us that there are not enough doctors, nurses, hospitals and medical supplies to take care of emergency needs once we are engaged in the conflict. First claims on medical supplies and personnel will come from the military forces, and citizen groups, including the children, will suffer the most from lack of proper medical attention. Already many children are experiencing interrupted family life with the father away from home engaged in defense or military service and mother engaged outside the home in defense work. This disruption of family life will leave its negative effects on the younger generation.

In still another way—the possibility of military invasion—may the war have devastating effects on children. There is a sharp division of opinion among military experts as to whether or not our Pacific and Atlantic coasts are subject to attack by air. If this probability should become a

reality then obviously children would suffer in this country as they have in every continent in the world with the exception of North and South America. Equally dangerous to life and limb are the results of internal sabotage. While all of us hope and pray that sabotage will never harm the children in our land, yet we are at the moment so concerned about it that we are taking far-reaching measures to prevent its ever happening.

It is true that we are not involved in open war-fare and it is further true that military conflict within our own boundaries seems improbable. Yet it is true that the citizens of the Scandinavian countries only a few months ago felt relatively secure from a conflict that then seemed to be confined to central Europe. With modern science and technology and the ruthlessness with which the military machines in the totalitarian states are seeking to dominate the world at present, we have no choice except to think through what we would do in case the worst happened. It is within this sense of trying to examine the role of the school in the worst possible worlds that we make certain suggestions.

The schools could do many things to counteract the negative effects of nutritional shortages, medical shortages, interruption of family life, and actual dangers from military conflicts. They could provide the nutritional program which individual families undoubtedly will be unable to maintain. The school health program could be vastly increased so that every child in America, regardless of his home and community, could be given as much medical attention as the national emergency will permit. It is difficult to see how the school could completely compensate for the interruption of normal family life but the teachers, under such circumstances, aware of children's needs for protection, stability, and security could undoubtedly contribute

to their morale. If the worst should happen and military conflict become our lot, then teachers would be called upon to play the magnificent role which teachers did in England and the Scandinavian countries in evacuating children from military objectives and in giving them complete supervision in safer surroundings.

In our efforts to defend ourselves and to defeat the military totalitarian states there is a vast amount of constructive work which must be accomplished. This work will demand the energies of every able-bodied adult as well as much energy from children. At the present time the Office of Civilian Defense is working with municipalities and states all over the country in order to organize volunteer efforts in a great number of defense activities. The schools can be the means through which children can make a significant contribution to the defense program as are the schools in England where the children contribute messenger service, give first aid, supply vegetables and fruits for canning, and encourage similar activities appropriate to the ages of the children.

All of us recognize that the culture that creates an institution has a right to shape the work of that institution to emergency ends. That this principle will operate to shape the school program in this world crisis is sure. But the teacher herself has an obligation which she must fulfill. The defense program, in conforming with emergency demands, must not be permitted to so shape the present educational program that the ultimate goals of education are endangered. While we are winning the war, we must remember that we are also winning the peace. Somehow the schools must continue to give children the basic understandings, attitudes and skills which will be essential for the rebuilding of America and the world when the crisis is over and today's children reach adult-

hood. Ahead we see a difficult period in which the teacher becomes more than ever the great conservator of human life and cultural values.

Again let us say that this problem in school-community relationships is as yet primarily hypothetical. The national government is doing much to defeat the totalitarian dictators and thus shorten the war and to isolate the conflict in Europe and Asia. But regardless of how much we pray that the conflict will not touch too severely children in this country, we must not close our eyes to the possibility of the tragic consequences should the conflict spread to our own shores. We as teachers owe it to the children to be prepared to give positive leadership in maintaining the mental and physical health and morale of our children should the worst come to pass.

The Nature of Community Life

The second problem that grows out of our analysis of the school and community relationship has to do with the nature of community life and its effect on the growth and development of children. It needs no documentation here that the typical American community, be it a small village or a great metropolis, is not entirely desirable as cultural soil in which to raise children. Any one who is familiar with life "across the tracks" or "along the river bottoms" knows how difficult it is to raise moral children in an immoral environment; how difficult it is to guide children who have not adequate food, clothing, and shelter in developing the best that is in them; how impossible it is to give children social attitudes and beautiful thoughts when they live in an ugly neighborhood which itself breeds anti-social behavior and negative thoughts.

The teacher must be familiar with these negative aspects of life in order that she may understand what is behind the often curious and often tragic personality and

physical maladjustments of the children she sees daily in her classroom. Once familiar with these cultural inadequacies she is in a stronger position to select a curriculum which will compensate in a measure for these inadequacies. Obviously no teacher can completely supply through the curriculum any child's shortages but she can materially lessen the discrepancies. Once she is familiar with the community's inadequacies, she has a responsibility as a citizen to align herself with those community agencies and movements which are working to improve the community. As a citizen the teacher will place her energies and her leadership in bringing about legislation and group action for housing developments, additional recreational facilities, improved health services, adequate nutrition, and numerous similar actions which will give childhood a better opportunity of growing up along desirable lines.

But the typical American community is by no means all negative. Every community has manifold strengths. The teacher must become thoroughly familiar with these positive sources in order that she may use them effectively as appropriate instructional materials. Every community has abundant opportunities to demonstrate to children the wonderful progress of science and social science in production, distribution, transportation, communication, recreation, education, protection, religion, government, and so on. The resourceful teacher is constantly taking her children to view and to participate in these good everyday community enterprises. Her pupils are able to see how community and neighborhood life are possible through the co-operative endeavors of those who are constantly contributing to each other's welfare. The community has many customs and ideals which the teacher can know and pass on to her pupils only if she is closely in touch with its intellectual and spiritual life.

All that has been said concerning the negative and positive community effects on childhood points to the necessity for teachers to be active citizens in their neighborhood and community. Most teachers find group satisfaction in intimate acquaintance with individuals and organizations within the community, but often hesitate to participate widely because of an unfortunate notion that has grown up around the teaching profession. On the other hand, most communities welcome the teachers into intimate association with neighborhood activities. But here again a certain diffidence has often prevented the community from warmly welcoming the teacher group. Such barriers as exist are primarily false notions and could easily be swept away if both teachers and communities strove to know each other and to share each other's interests and activities.

Parents and the Education of Their Children

The last problem for discussion here has to do with the relations of parents to the education of their children. We as teachers usually acknowledge but often act as if we did not believe that it is the parents and not the teachers who create and support the schools for the education of their children. What the majority of the more intelligent parents wish for their offspring is the best possible source from which to get the ultimate goals of education. True, parents are not always informed as to what is best for their children, but teachers, when they possess expert knowledge concerning growth and development—knowledge beyond that which some parents possess—have an obligation to inform them in much the same way that a good public health worker informs parents of the best thought and practice in health. Within the past few years through study groups, parents have asked teachers to share their information

with them. But in turn teachers need continually to keep in touch with parents in order to discover what the aspirations for their children are. Further, much invaluable knowledge about individual pupils and their growth capacities can be gained by teachers who will take the time to work closely with parents in a study of the educational needs of each child.

We have in this discussion attempted briefly to suggest ways in which the school and the community can better operate in the rearing of children. We have suggested that the national community in the time of a great crisis will call upon the schools to provide services to children which under ordinary circumstances would be unnecessary or if necessary would be supplied by other agencies. Teachers must be ready to discharge their responsibilities intelligently in such a national emergency and at the same time to keep clearly before the nation the long-time objectives of education in order that we may have citizens in the next generation capable of creating and maintaining a world in which peace, security, and freedom will not be threatened constantly by military force. We have further suggested that the local community with its negative and positive qualities must be understood thoroughly by the teacher in order that she may, on the one hand, organize her classroom to compensate for many of the cultural shortages and, on the other hand, utilize fully in her teaching all the positive elements within the community. And lastly, we have maintained that a more friendly and intimate relationship between the home and the schoolroom should do much to strengthen the goals of education and to increase the knowledge necessary to bring about the full growth and development of each child. In other words, schools once more are becoming what they were on the American frontier—community schools.

What Is the Federal Government Doing for Children?

This article has been prepared by Miss Davis, Senior Specialist in Nursery, Kindergarten and Primary Education, U.S. Office of Education, Washington, D.C., from the address she gave at the fourth general session of the Association for Childhood Education Convention at Oakland, California, last July. She reports the work of seven government agencies and gives suggestions for teachers and administrators interested in improving educational and welfare opportunities for young children. These reports were checked with representatives of the various agencies late in September and are as up-to-the-minute as possible in the rapidly changing scene in Washington today.

IN SEEKING AN ANSWER to this question, What is the government doing for children? the Executive Board of the Association for Childhood Education had in mind at least three purposes: first, to point out some of the changing needs of children and young people; second, to acquaint the membership with types and sources of government service which help meet these increasing needs; and third, to help ACE members become so sensitive to the need and the opportunities for cooperation and leadership in making use of available Federal services for children that they may take their full share of responsibility.

Many changes in family and community living have resulted from the years of economic depression and the present emergency in national defense. Inevitably these changes affect the welfare of children. As a result, the schools are assuming increased responsibility for the health, nutrition, and out-of-school activities of boys

and girls and the supervised play, health protection, and parent guidance of pre-school children. Specific problems which have been dominant include the schooling and recreation for children in migrant families, in family housing projects, in defense areas, and in rural districts.

Many government services are available to help state and local school officials meet these needs. Some of these services have been developed especially for present emergencies. Others have been available for many years. Some of the services are for the school staff. Others are provided directly for children. Public schools act as sponsors for some of the government projects directly serving children, and related to the school program. To make use of these services directly affecting children the schools are finding that a good many adjustments in their programs are needed. Many of these services have been especially helpful. In some instances it has been found that new services have opened a way for inadequate and possibly harmful practices. The question of educational standards of work has re-emphasized a need for leadership of trained teachers who understand how to guide children's learning and whose resourcefulness is effective in helping to coordinate the work of agencies serving children and their families and in putting to intelligent use the abilities of less-trained but able individuals. Accounts of services which follow were provided by the agencies reported.

United States Office of Education, Federal Security Agency. The Office serves children indirectly through its publications and the consultation, conference and correspondence services available to teachers, parents, school supervisors, administrators, college and university staffs, interested citizens, and the variety of agencies participating in educational programs. These services include summaries of curriculum practices, current teaching methods, adjustments in school organization, records and reports which aid children's progress and help assure parent cooperation, health needs of children and teachers, school lunch practices, analyses of current legislation related to schools and reports of enrollments in schools and colleges, of costs of education and similar data.

In the present emergency an Information Exchange on Education and National Defense has been set up. The Exchange provides a clearing house of printed and mimeographed materials showing what educators from kindergarten to college are doing to adapt the educational program to defense needs. These materials are assembled in loan packets and may be borrowed for local use. A well-annotated catalogue of the material is available upon request. Two catalogues have also been prepared for the Educational Radio Script and Transcription Exchange, listing radio scripts and recordings available for circulation. Among these are such topics as "Americans All-Immigrants All" and "Let Freedom Ring." A series of thirty pamphlets is in the process of publication under the general title, "Education and National Defense." These pamphlets are addressed to teachers and include such titles as *Education Under Dictatorships and Democracies*, *What Democracy Means*, and *What the Schools Can Do*.

To develop an improved appreciation of the other American Republics, the Office is cooperating with the Department of State in arranging for the exchange of student-fellows and professors between the universities and colleges of the United States and those of the South American Republics. The Office is analyzing instructional materials related to South America which are now used in North American public schools so as to determine their adequacy in helping children understand the neighboring republics. In cooperation with the Treasury Department, plans have been developed to help the schools promote citizenship training with reference to national defense through defense savings.

The Office has made a study of school needs in defense areas affected by the current influx of workers and their families. This study has been followed by field service to assist state and local school officials determine actual conditions of need. The U.S. Office of Education is now certifying needs for school facilities to the Federal Works Agency. Federal funds are available for school buildings, equipment, operation and maintenance.

The Children's Bureau of the Department of Labor issues publications on the care and training of children to help parents, social workers, and teachers who work directly with children and their families. It also assists the administrators of agencies offering protection and health care of infants, young children and their parents. Federal grants to the states for material and child health services, services for crippled children and child welfare services are administered by the Bureau. The Bureau also administers the child-labor provisions of the Fair Labor Standards' Act of 1938. School lunches are encouraged by the Bureau as part of the nutrition program for school children conducted by health departments.

The Bureau conducts research in the fields of maternal care, child growth and development, child guidance, social needs of children, community services rendered children, and employment of children. Both the research and field activities of the Bureau staff members are being included in defense planning for the protection of children. In relation to the "total defense program" the Bureau chief acts as consultant on child welfare to the Federal Director of Defense, Health and Welfare Services.

The 1940 White House Conference on Children in a Democracy, reports of which are distributed by the Children's Bureau, is now being followed by state and local conferences on the needs of children under the general caption, Children, Our Chief Concern. In 1940 standards were developed by the Bureau for the reception and care of children seeking refuge in the United States, and a register of children who arrive in this country without their parents is maintained.

The Bureau of Home Economics of the Department of Agriculture is supplying facts on food to help people eat the right kind of food and get the most food value for their food dollars. Its research has yielded facts of value for both adults and children. They are reported in current publications. In school lunch programs

the Bureau is working on quantity recipes based largely upon surplus food commodities. These same recipes are also designed for use in case of an emergency in which there would be a need for communal feeding. In connection with defense needs the Bureau is issuing new designs for work-clothes for women and girls. These designs anticipate the need in the present emergency for women to do more work in the home, on the farm and in factories than they have previously.

The Extension Service of the Department of Agriculture aids children in farm homes through the Land Grant College Extension Services and their staffs of specialists and county agricultural and home demonstration agencies. These staffs plan and conduct parent education, homemaking and family life programs which feature the development and training of children. The opportunity to join 4-H Clubs is open to children ten years of age and above. Club programs are developed to teach agricultural and homemaking skills and to meet the social development and needs of children and adolescents. In most of the counties of the United States there has been some type of educational program having to do with the adjustment of the home to meet the needs of the child, such as the furnishings, the provision of proper play equipment, and of devices for formation of desirable health and mental habits. In some counties the home demonstration study groups have organized and conducted infant and child health clinics in cooperation with health authorities.

Low-cost housing projects of *The United States Housing Authority* are designed to meet the needs and help to raise the standards of living for families now residing in sub-standard dwellings at a rental within the means of the lowest income. Briefly, it plans to meet what is coming to be known as The American Standard of Housing. Many family housing projects are now being developed in defense areas. In the architectural plans and landscaping special provision is made to meet the needs of children by including space for nursery schools or a nursery demonstration center with supplementary play groups and play space protected from traffic hazards. Some of the nursery schools are conducted by the WPA education project, and others by local philanthropic agencies. Play and recreation facilities are included for school children and adults. Programs for health, recreation, and education in these housing projects are sponsored by local organizations and operated

at their request and with their cooperation. The assistance of teachers and school officials is earnestly desired to help establish the types of services best suited to the needs of the area and best adapted to the local school programs.

Under the Works Progress Administration four programs are serving children and their parents—the Family Life Education program which includes nursery schools, the Recreation Program, Housekeeping Aide Program, and the program of School Lunches.

From its beginning in 1933, the WPA Nursery School Program has complied with the educational standards set up by educational advisors and has modified or expanded them as needs have arisen. Only children from relief or low-income families are enrolled. The teaching staff qualifies for work relief, receives continuous training and works under professional supervision. All projects are officially sponsored by state and local public school officials. At the present time there are 1500 such schools in urban and rural areas of all the states, the Virgin Islands and Hawaii. This is about the same number as has been conducted during the past seven or eight years although they are not necessarily the same schools. Some have been closed and others have been opened. A few of the nursery schools are in Farm Security Administration migrant camps and in the United States Housing Authority's projects for low-income families.

To this program have been added Public Child Care Centers. Standards for these are the same as for the nursery schools, but there is some difference in the type of service given. Each center is a unit in itself instead of being part of a state-wide program. This project is supplementary to the nursery school program and is supervised by the state supervisor of nursery education. It is designed for the children of working mothers in low income groups and the service will doubtless increase as more women go to work on defense projects.

A new project, Child Development Units in Defense Areas, is now being developed. It will serve two groups of children—those of enlisted men in the army, in the navy and at aviation bases and the children of industrial workers who are engaged in defense industries. Cash contributions can be accepted when the people served are able to afford it. The amount of this contribution is to be agreed upon by the sponsor—a recognized social service agency and the WPA. They will determine the amount of the

contribution and assure that the sponsor receives credit for it.

The immediate need in defense areas is to mobilize professionally trained people who have had experience in the preschool, child development and kindergarten field who can help plan and develop the new phase of the program. The Parent Education and Family Life Education Unit includes fathers as well as mothers. In many instances parents assist in the nursery school and give regularly scheduled service. Study classes are developing ways to improve family life and to adjust family budgets.

The WPA Recreation Program includes children of all social, economic and industrial levels. Those served represent a cross section of the population. The program offers play facilities for the out-of-school time of school children and provides preschool play groups for children below the local public school entrance age. In cities where there are no public school kindergartens children from three to six years of age are admitted to the preschool play groups, but where kindergartens are maintained, only the three- and four-year-olds are eligible during school hours. The program for these young children is conducted for half a day. No food is served and no provisions for supervised rest are made. Preschool play leaders are in charge of the groups. Both orientation and in-service training are provided for these leaders. As in the case of other WPA programs the policy of the Recreation Program is to transfer responsibility and control to local municipalities as soon as they are interested and able to take them.

To date, approximately five hundred communities have set up local municipal recreation commissions. Advisory councils that have had experience in recreation serve to arouse interest and provide resources. The members' insight into the needs and the standards of procedure help determine and maintain the type of work desired by the community for the recreation program. General programs are organized in all states but only about three-fourths of the states have programs for the younger children. About two-thirds of the five million adults and children served each week are children below sixteen years of age.

The WPA Housekeeping Aide Program gives service to underprivileged families by providing workers who go into the homes to take care of the children and do the house work when the homemaker is ill or some other emergency arises. Families which receive the services are

referred to the project by the public agency which sponsors the work. The program is operating in forty-five states and each month serves between 50,000 and 60,000 families. Because of the effectiveness of the services given in the homes, many welfare agencies have asked for follow-up work. It is taking the form of "housekeeping clinics" to which homemakers of families that have received housekeeping aid are referred for special help. This help is given especially in the field of nutrition. Housekeeping aide projects are under the supervision of graduate home economists. In-service training of workers is carried on continuously and centers for training purposes are maintained by the sponsors who are chiefly public welfare and public health agencies.

Through the *WPA School Lunch Program* lunches were served daily during the last school year to about two million children in approximately 24,000 schools in the United States and Puerto Rico. This program is carried on under the sponsorship of state or local public agencies of health, education or welfare. A substantial portion of the food is supplied by the Surplus Marketing Administration. Parent-teacher associations, service clubs and other community groups give support and financial assistance. Increased emphasis has been placed on serving a complete meal of optimal nutritive value in contrast to providing a bowl of soup and a sandwich. To safeguard standards of operation graduate home economists are employed to supervise school lunch projects. An increased number of projects continued through the summer months. The policy of serving only needy and malnourished children has been expanded to include all school children with the provision that no charge is made to needy children.

The National Youth Administration was established to provide work experience and vocational training for young people unemployed and out of school, between the ages of seventeen and twenty-four. This is accomplished by setting up projects in various fields. Among the many types of work experience in which NYA youth participate are the nursery schools and school lunches. The assignment of youth to nursery schools is primarily for the work experience for the youth assigned, but very often the assistance is needed by the nursery schools. In some instances, the National Youth Administration itself establishes nursery school projects, but only if there is proper sponsorship and supervision of the level demanded by schools

and other groups interested in nursery schools.

Regulations under which assignments are made to nursery school work include the following considerations: the school shall be under a non-profit organization giving free service to needy people; the experience for young people shall be in a variety of nursery school activities and not confined to cleaning work; professional supervision shall be of such a character as to insure that NYA youth are given work experience in the proper techniques of child care; youth assigned to such projects shall be given physical examinations prior to assignment and shall be certified as being free from communicable disease and in good general physical condition; on any nursery school assistance project which cannot provide a variety of work experience, assignments shall be made for only a limited period of time and provision shall be made for the regular transfer of workers to related projects, such as sewing, hospital attendants, or food preparation and service. Through work projects the NYA boys make play equipment which the trades cannot supply for the nursery schools. Combinations of work experience and related training and child care provide preparatory education for these young people. Also, in cooperation with the WPA or with local school officials, the NYA conducts lunch projects for school children which provide training in understanding the value of a balanced diet.

The Farm Security Administration is concerned with adequate housing, medical care, health education and proper nutrition for children in rural areas. In many ways it has been able to bring about changes in rural school curricula to include practical problems of rural life. Although the responsibility for the education of children between the ages of six and seventeen lies with the state, the Farm Security Administration has made school possible for many rural youth by providing the physical facilities and by cooperating with local boards of education, the NYA, and the WPA. Parents in rural areas have been helped to realize the importance of regular school attendance.

The Administration also sponsors forty-four nursery schools and preschool play groups. Twenty-six of these are in migratory labor camps, eight of which are mobile units which follow the migrant families from crop to crop. In peak harvest seasons many nurseries are open from eight in the morning until five in the evening and one of the Florida camps operates seven days a week and twenty-four hours a day.

All of these schools are staffed by WPA and NYA personnel with the help of home mission and church groups, and students of home economics. Teacher-training institutes are held before the nursery schools open and continue on through the year.

Parent education is an important part of the FSA program. Parent clubs are formed to study child problems, to help in the actual running of the nursery schools and to provide much of the equipment used. Parents are encouraged to have conferences with the teachers and to make regular visits to the schools which is helping to foster a new conception of the way to handle children that can affect the whole community.

These reports are doubtless incomplete in many ways but they show a generous effort to supplement local effort to supply children's needs and, in some instances, to take the lead in this respect. State and local communities are making vigorous attempts to solve new problems in their schools which have arisen from new concepts of school services, from the effects of the economic depression, and from current defense efforts.

Children of "school age" are benefiting from the services of one or more government agencies. Children *below* "school age" benefit from the Federal services made available to their families. In addition, only a small portion of these young children have the opportunity to attend the well-rounded program of a kindergarten or a nursery school. The problem of how to make nursery schools and kindergartens available to *all* children has yet to be solved. To help make a start toward its solution members of the Association for Childhood Education might find it helpful to assemble local and state-wide accounts of young children's needs, of the extent to which kindergartens and nursery schools are available for young children, and of the limitations placed upon them in public education by regulations and laws regarding school census, school entrance age, and the distribution of school funds.

What We Think the Schools Should Do

In preparation for her participation as a parent in the study class on "Relationships Between Citizen Groups and the Schools" at the A.C.E. Oakland convention, Mrs. Currie made a survey of opinion based on the question, "How may we, as teachers, join with other members of a community in an attempt to arrive at an intelligent understanding of the function of our schools and to establish a basis of mutual respect and faith that will lead to successful cooperation?" In her foreword to this article Mrs. Currie says, "It is my wish that each of you might read in its entirety every letter which has been received in answer to the above question. As this is impossible, I submit excerpts from these letters in lay survey form, in the belief that they represent a cross-section of the thought of American citizenry. Excerpts included here are from letters received from legislators, leaders in child welfare, heads of civic clubs, and parents, and parts from interviews with

*unknown citizens I have talked with on the streets, in their homes and gardens."*¹

IN ANALYZING THE OPINIONS expressed in letters and in dozens of personal interviews, I find that there is a fundamental idea in the minds of most of those interviewed as to the functions of education. The idea was generally stated by one overburdened mother of seven, awed by pedagogists who said, "We want the teachers to teach them (children) how to be what they're supposed to be to be good Americans." It was again, though more specifically, stated by Mrs. E. K. Strong, California State President of the Parent-Teacher Association, who wrote, "My experience is largely with a group of citizens who have a very clear understanding of what they consider the correct function of the schools, namely: the development of socially adjusted, fully equipped individuals, prepared to take a useful part in society."

In contrast to these two statements we have the reply of the parent who pays his taxes for education just as he does for policing and garbage disposal. He assumes the right to expect the job well done by experts. He has bought the service. Another type of parent and non-parent citizen evidenced fuzzy thinking on the subject, even apathy. Why?

"Complete lack of knowledge, disinterest, and timidity on the part of the parent" are three causes suggested by Mrs. G. W. Luhr, Junior Past District President of the P.T.A.

¹ May I acknowledge the assistance in this survey of such legislators as District Attorney Ralph B. Hoyt, former member of the California State Assembly; Congresswoman Anna L. Saylor; Assemblymen Gardiner Johnson, and James H. Phillips; Civic Leaders: Mrs. Charles MacLean, State President of the California League of Women Voters; Mrs. Harold Turner, President of San Francisco Center; Mary L. Fay, President of San Diego League; and Mrs. Fred Orsburn, Secretary of the Berkeley League of Women Voters; Mrs. E. K. Strong, State Parent-Teacher Association President; Mrs. G. W. Luhr, Junior Past President of the Twenty-eighth District; Parents: Mrs. Frank Hart of El Cerrito; Mrs. Henry Colby of Oakland; Mrs. Jack Kane of Albany, and Mrs. Langford Smith of Berkeley; Father Flanagan of Boys' Town, and Reverend Joseph Doren, Rector of the Episcopal Church of Richmond; and all those helpful assistants who sent in unsigned letters and those unknown people who just preferred to think aloud with me.

This project would have been impossible to complete within so short a time had it not been for the understanding and willing cooperation of Dr. Virgil E. Dickson, Superintendent of the Berkeley Schools, and the following secretaries of the departments: Mrs. Josephine Gordon, Miss Kathryn McCullagh, and Miss Esther Romans.

Assemblyman James H. Phillips of Oakland and Berkeley whose Youth Correction Bill has just passed the California State Legislature wrote, "In my association with numerous organizations doing public work, civic work, rarely do I see a single teacher as an active participant. I believe if they participated more extensively that they could and would in that way spread and convey a more intelligent understanding of the functions of our schools."

District Attorney Ralph Hoyt also believes that "Teachers should cooperate in community life. By their training and experience they are equipped to act as leaders in community thought and action." He compliments the work being done. "In classes on citizenship the schools are performing a distinct service to the community. By a continuation of such activities the public will be brought to a greater appreciation of the manner in which the schools are serving the community, state, and nation." He also states that in increasing proportion the public is acquiring a more intelligent understanding of the functions of the schools because schools are teaching students to think for themselves and to understand their relationship to the important and intricate social and economic problems which confront the world today.

In sympathy and accusation another legislator who was a teacher, a social worker and is now, in her own words, "responsible for the welfare of thousands of dependent, delinquent, and defective children in the state of California," former Congresswoman Anna L. Saylor says: "Classroom teachers are too worn out trying to teach necessary things in the midst of confusion resulting from faulty discipline at home and from compiling too many reports that few people read, for them to take an active interest in civic affairs or cooperate more in the life of the community."

She states that schools are far too crowded and over-burdened with too many outside activities; far too many parental responsibilities are being shifted to the school. Her sympathies, she says, are "almost wholly with the teacher" and her pity is for the child. Mrs. Saylor recommends both for the home and the school the return to "first principles which make for healthy and happy Americans", applied so thoroughly that "children will be able to supply the frills and details later in life." "It seems," she continues, "that the pendulum has swung too far in the direction of self-expression and lack of thoroughness."

I should like to ask, Is the lack of discipline manifest in our children not a result of frustration in the minds of parents who have attempted to emulate the theories put forth by behaviorists despite the lack of whole-hearted conviction of the soundness of these theories? Is there not, as suggested by Mortimer Adler, a confusion of the terms authority and autocracy?

Is it because of this confusion that the conscientious parent (who has willingly or unwillingly sacrificed his formally assumed right to dictate to his child without question) finds himself lacking in self-confidence and resultant authority? Is it not because of this lack of self-confidence that he finds cooperation difficult with a resistant, self-expressive child, untaught as were former generations in "respect for the experience of their elders."

The causes of timidity on the part of parents has been dealt with frankly. In many of the letters received there is the thought expressed that timidity exists also in teachers. It can, of course, be overcome by them just as it can by parents, through more intelligent community participation.

Again and again I found these questions, Is the impression of pressure against activity outside the schools only in the minds of the teachers, or is it an actuality? Does

the school administration sanction teachers' outside activity? Is the teacher given sufficient protection against involvement in controversial questions? Many parents feel that they are not and that that is one reason for teachers' non-participation. And then the age-old question, Cannot the schools be taken out of politics? Parents and lay citizens are conscious of these questions. Cannot you as teachers and administrators help us to understand and to cooperate in answering them?

Establishing a Basis for Mutual Respect and Faith

Mrs. Langford Smith, an intelligent, active mother who is definitely in sympathy with progressive thought suggests that as a means of bringing about a "mutual respect and faith" in regard to the function of the schools, "it is necessary for parents and other taxpayers to have a much clearer understanding of just what the schools hope to do for children and how they go about doing it on the primary, elementary, and secondary levels. Also the schools might at least appear to be interested in what parents and taxpayers expect from the school, even if it is a mistaken idea and far more than the schools can do."

She states that "taxpayers wouldn't distrust so-called 'frills' if they were made to understand what was accomplished of fundamental value." Also, "It takes a little explaining to make it clear that 'discipline' can be arrived at as a blessed return of necessary striving" as well as a restraint on behavior. "Parents also are frankly suspicious of what appears to be an abandonment of all that is hard or unpleasant in school work." "But," continues this mother, "if the schools believe they have found a new and better way to help children to stand up to the difficulties of life and carry on its business without growing bored, it is up to the schools to take the time and have

the patience to convince the community that they are doing so."

She says also that "teaching at its best is a creative art and when done well takes all the physical, mental, and spiritual strength that the teacher has." In her opinion, "they can serve the community best by doing their work in the classroom as well as possible. Developing a 'civic sense' and a feeling of responsibility for community affairs might well be one of the aims of secondary education and teachers with such a sense of responsibility could become actively interested as part of their business as 'leaders in learning'."

Mrs. Henry Colby of Oakland, another alert, deep thinking parent, believes that "successful cooperation between schools and citizen groups must be based on a general agreement as to the aims first of all; next, as to the proof that the school administration and teachers are pursuing these aims diligently." Instead of too much stress on cooperation, she suggests: "It might be more fruitful to recognize a division of emphasis in the mother's job and the teacher's job, with each pursuing her own particular job and then exchanging ideas and helping each other when the need arises. 'Surface cooperation' is not enough; honest interchange of differing views on policy are necessary."

She wonders whether the notion, rather wide spread, that professional educators know best and that the lay citizen is not equipped to form opinions on curriculum isn't really an unfortunate waiving of responsibility by the citizen. "He must accept a more vital role than that of mere taxpayer if education is to have the benefit of the best community thinking," she says.

Furthermore Mrs. Colby advocates:

More teachers and fewer children to a classroom.

Discussion groups to broaden both parents and teachers.

Relief for teachers of some teachers' meetings. "It's all wrong," she says, "for teachers to have their only community contact in groups of their colleagues, which is almost the case, yet they have time for little else now."

Less after-school instruction in methods. She is certain that "they would be better teachers if they were able to develop their non-teaching interests."

Mothers should share with teachers their club activities and community gatherings.

The need for the development of friendship between parents and teachers was stated and restated many times in P.T.A. letters which shows a desire for friendliness, but also exposes, in my opinion, an assumption of a lack of friendliness. Why is this? Why is so much effort expended in attempting to bring about a condition which should exist? Is there not some fundamental psychological reason for an assumed lack of friendliness? Mrs. Luhr says, "Each (teacher and parent) must spend much effort so that out of such gatherings (P.T.A. meetings) will grow mutual respect and understanding one of another."

I am convinced that if each would stop trying so hard and just *be friendly*, the emphasis would be on the *friendliness* rather than upon the struggle. As a former P.T.A. president, I have watched both methods in action. The latter works; but it takes understanding—a rising above the instinctive possessiveness of parents and the intellectuality of teachers.

The educational section of the Berkeley League of Women Voters has this last year studied and analyzed among other books, *Learning the Ways of Democracy*, a case book in civic education in which are clearly defined and elaborated the functions of democratic education.²

Members of this group also attended the Conference on Education and the National Emergency held at the University of Cali-

fornia October last. The published proceedings of the Conference were studied diligently. Dr. Sproul, President of the University of California, in his welcoming address brought forward the idea that:

Education antedates the school system . . . many relatively complex civilizations were transmitting their culture from generation to generation in large part by informal instruction within the family group. When the professional teacher appeared he was merely supplementary to the family, church, and other agencies and institutions within the social structures which were serving as transmitters as well as defenders of the existing culture . . . the family felt a deep sense of responsibility for its younger members. Society recognized that responsibility and held the family accountable.

The necessity placed upon them (the parents) of functioning as teachers led them to understand and appreciate more deeply the culture that was theirs. . . They had to live up to the ideals of their culture personally and to prove dramatically the correctness of the precepts which their young were asked to accept.

Does there not remain in the subconscious mind of the parent the instinct, the desire to transmit the traditions to his offspring? He may pay taxes for public education for his children, but is there not the yearning for the respect which in the past was "the due" to parents—the imparters of wisdom?

By no means do I advocate the abandonment of the public school teacher. Rather, I ask for the teacher's understanding and for her cooperation. There seems to be in the minds of many children the idea that they are to be taught by teachers and "that's enough, thank you." (Oftentimes sans "thank you"). Home is interpreted to be the place to relax, to do only the things they wish to do which does not include more absorption of knowledge from non-professional parents. This attitude gives the parents an inferiority complex, an empty, resentful feeling which throws them into confusion. They do not know how to meet the rebuff.

²Educational Policies Commission. *Learning the Ways of Democracy*. Washington, D. C.: National Education Association, 1940.

Many parents on the other hand are natural pedagogists. They charm their unsuspecting offspring with a tremendous amount of knowledge and turn out children with educated motivations. More parents should be able to do this. It takes either natural aptitude or acquired skill (or both) for the parent to transmit the heritage of his generation to youth who have been stimulated to do their own thinking. It also takes patience and self-assurance.

As a means toward building self-confidence, Mr. A. B. Campbell, Assistant Superintendent of the Berkeley Schools, gave his sympathetic and practical support by providing a most capable instructor for an experiment in public speaking for mothers. There was a marked gain in poise in the student-mothers. The participation in the class gave the mothers a sense of power and enjoyment in self-expression which they could use in presenting ideas more interestingly to their dearest audience—their family. It takes a clever parent to compete with "The Lone Ranger" and "I Love a Mystery".

How can he or she compete? Could it not be by leading the child from the known to the unknown? If the parents mingle with the teachers and gain certain mutual experience; if they share these common interests and discuss them with the children, parents will cease to be catalogued in one part of the children's minds and teachers in another—the direct opposite.

Where May Parents and Teachers Meet?

Every teacher is invited to become an active P.T.A. member and the League of Women Voters welcomes teachers. I quote from Mrs. Charles MacLean, California State President of the League: "One of the most vital interests of the League is the function of the schools. Our membership, composed of a cross-section of the public, brings to the problems of education very

diversified points of view—those of parents, professional workers in education and child welfare fields. Women who neither have children nor professional contact with them give entirely disinterested consideration to the problems involved. So it is with each subject taken up for thorough study prior to action, be it international policy, child welfare, or teacher tenure."

A parent and personal friend of several teachers, Mrs. Jack Kane of Albany, says, "I do not think teachers like to be singled out in their private lives. They have a job to do, and if they do it during working hours, I think they would like to be considered just people the rest of the time."

In a sincere, humble, constructive letter which I should like to include here in its entirety, but from which I shall only quote, Father Flanagan says:

To me the teacher should be a very spiritual person by reason of his or her office, taking over from the parent a very great responsibility for five or six hours a day—the directing of the child's mind—a responsibility that has been handed over by Almighty God to those parents. In the scheme of things, parents cannot be formal teachers in addition to being good parents, providers, and spiritual leaders and it is necessary that these children be trained in the useful and practical knowledge that will develop them into good, useful, and productive citizens.

... The teacher must realize that his or her first duty is to teach the child the fundamentals of life. Consider, therefore, the first duty of teachers is to teach the child how to live properly, according to the laws of God and man. I place special significance on this point, since I know from experience of a quarter of a century in dealing with a child that has been neglected that in most cases this child has a complex, not only from the standpoint of his home, but from his school as well.

The teacher is such an intelligent person that it is a pity to rob the community of that intelligence. I think that the teacher should play a most important part in community life by association with others, by trying to unravel many of the problems that come up in our social service clubs. They should have a more definite part in all community life.

How to Stimulate Cooperation

The six points listed below are quoted from a paper prepared by Mrs. Heineman for the study class on "Relationships Between Citizen Groups and the Schools," led by Winifred Bain at the Association for Childhood Education Convention, Oakland, California, last July. Mrs. Heineman is with the state department of education at Los Angeles.

GENERALLY SPEAKING, we are a people fairly eager and ready for cooperation but very few of us have addressed ourselves to the problems of coordination of community organizations for the betterment of childhood or analyzed the qualities needed for effective participation. At a recent annual meeting of the California Coordinating Councils the participants in one of the discussion groups listed informally some of the qualities necessary for effective community participation.

1. Call together at the beginning all groups or individuals whose cooperation is desired. There should be a desire for a cooperative relationship before group thinking and action can result, and there should be emotion as well as intelligence in the desire. Good fellowship within the group should be promoted. A pleasant emotional experience creates good will which is indispensable in securing real cooperation.

2. First find the facts, then analyze them, and lastly secure action on a plan based on the analysis. Develop within the group "areas of responsibility". Proceed from the known to the unknown. Use language that all can understand. Groups fail to cooperate and sometimes come into conflict when the use or meaning of certain terms is misunderstood.

3. Common objectives should be recognized and projects selected which are in harmony with these objectives and the interests of the group. There must be definite preparation for each project. Cooperation does not just happen. The first proposal should be to meet some specific need. Find projects in neglected areas in which the need is recognized by all.

4. All members of the group must meet on terms of equality and feel that each has an important contribution to make. The leaders should discover the strength, capacity, and distinct contribution that each member of the group has to give. There should be no discrimination because of race, color, creed, sex, age, education or position. The members of the group should recognize in the beginning that there are many profound differences of opinion in the group, but that there are also areas of agreement.

5. Cooperative thinking and action are the result of skilled leadership. The techniques for the promotion of cooperation can be learned, but certain qualifications and attitudes are necessary.

6. One of the most important qualifications of a leader who hopes to promote cooperation is fair-mindedness. A second qualification equally essential is that of integrity, which means a willingness, an ability to face issues and to go in the direction that is indicated with courage and conviction. A third qualification is that of intelligent faith in people, and a definite capacity for understanding and getting along with people. A fourth qualification is the ability to make constructive suggestions without appearing to criticize.

Programs of Action Through Community Councils

Hill District Community Council

By MARSHALL STALLEY
Secretary for the Council
Pittsburgh, Pennsylvania

THE HILL DISTRICT Community¹ is located just east of Pittsburgh's Golden Triangle, the business section, and just west of Oakland, the city's cultural center. It is bounded on the north by the Allegheny River and on the south by the Monongahela. The population, about sixty thousand in number, is composed of Negro, Italian, and Jewish groups.

It is with these people that the Hill District Community Council works. The Council does not administer any programs directly. It simply serves as a medium through which the leaders of organized groups of steel workers, discussion clubs, parent-teacher associations, public health nurses, WPA workers, teachers, housewives, and businessmen may come together to discuss local community needs and to work out plans for action. In many respects it resembles the early New England town meeting. Here are examples of its activities:

1. *Kept schools open for use as community centers.* Early last spring the schools were suddenly ordered closed to leisure-time and educational activities after school hours as an economy measure due to pressure from real estate boards. This affected

the welfare of thirty thousand people. The Council held a public hearing and a delegation was sent to the board of education. As a result the schools remained open as usual.

2. *Established a well-baby clinic.* Mothers in a densely populated section asked the Community Council to assist them in getting a well-baby clinic in their neighborhood. The nearest clinic was too far away to be of much service to them. The Council helped these mothers present their request to the city health department. As a result a clinic was established in a near-by school to serve the neighborhood.

3. *Carried on a campaign against syphilis.* The syphilis rate is high in Hill District and until recently facilities were very inadequate. The Council carried on an extensive public health education program. As a result the city council appropriated \$25,000 to match funds available through the U. S. Public Health Service and a private foundation to carry on this work.

4. *Kept a city day camp open.* A day camp operated by the city and used extensively by this district was closed as an economy measure. The Council was able to get the appropriation of \$5,000 restored and to set up a committee to see that the camp was effectively administered.

¹From *A Call to Action for Community Development and National Defense*. Columbus, Ohio: The Ohio Commission for Democracy, 1941. By permission of Harrison Sayre, Chairman.

5. *Worked for reestablishment of playground.* In 1938 the Housing Authority and the city of Pittsburgh entered into contract whereby the city agreed to replace community facilities located on the site selected by the Authority for a housing project. A cemetery was moved but a much-needed playground was not. Delegations from the Community Council have had several conferences with city officials and finally have the promise that a playground will be ready for this coming summer. It required the persistent efforts of the citizens of the District working through the Council to make this possible.

The examples given above illustrate the kinds of projects upon which the Community Council works. Other more general activities include such matters as: (1) Urged one hundred per cent pasteurization of milk. (2) Supported a program of

smoke control in view of the high pneumonia rate in the city. (3) Mobilized public opinion back of housing projects. (4) Conducted survey of one thousand families to determine adequacy of collection and disposal of garbage and rubbish. (5) Supported expanded use of public school property for recreation. (6) Worked closely with city planning commission so that the plans of the Council could be related to sound city planning.

We need a new concept of citizenship based upon the day-to-day participation of individual citizens in community affairs. Citizens cannot discharge their complete duties and obligations by voting periodically. Important as this is, they need to work continuously to see that human needs are met in their local communities. This is necessary if we are to make democracy work as it should.

Community Efforts in Character Building

By CARL W. ARETZ
Superintendent of District Six
Philadelphia Public Schools

A COMMON CRITICISM OF THE American community concerns its lack of organization in dealing with social problems. Many organizations, public and private, are working independently, with no common purpose and no correlated program. The problem is further complicated by the tendency of civic-minded individuals to think in terms of their own institutions. Leaders in various fields of social enterprise are in most cases trained within the institution for which they work. The highly specialized training afforded by these different agencies develops "institutional-mindedness" of a type that makes thinking and acting in terms of broad social prob-

lems difficult. The result is considerable duplication, much overlapping, little concerted effort, economic waste, and limited accomplishment. Pooling resources in the solution of community problems necessitates breaking down the barriers of compartmentalized thinking. Orienting the specially trained worker in coordinated effort is a slow and tedious process, but it is a fundamental pre-requisite to any scheme designed to meet community problems in more than a superficial manner. There is need for developing among existing organizations an integrated program to meet the needs of children, to solve family problems, and to enhance the level of community

life. In this program each social institution must play its part.

As an illustration of the coordination of community efforts in the building of character the work of the Germantown Neighborhood Council is of interest. Six years ago this council was organized as a means of affording an opportunity for all agencies in the community which touch the lives of children to concentrate their efforts on the problem of children who manifest anti-social behavior. The members of the executive committee of this coordinating council are the executive director of the Y.M.C.A., a sergeant of police, an attendance supervisor, a Family Society case worker, a representative from the S.P.C.C., an examiner from the Child Guidance Clinic, a judge of the Juvenile Court, a psychiatrist, an attorney, the head of the Settlement House, a director of a recreation center, two directors of boys' clubs, a counselor from the White-Williams Foundation, three principals of schools, and several lay persons who are prominent in community activities.

It is not the aim of the coordinating council to create new agencies but rather to bring about a keen awareness of conditions contributing to juvenile delinquency and to utilize resources at their disposal for the eradication or correction of these conditions. Its method is to study carefully cases of delinquency referred to it by the school, the police, and other agencies. The analyses of cases bring to light fundamental causes promoting crime. The council then determines what measures to employ in helping the individuals and the means to be used in correcting conditions in the environment contributing to delinquency.

Individual cases are referred to guidance and child caring agencies. Family problems are directed to family societies. Neighborhood conditions deleterious to the welfare of children are referred to environment

and character building agencies. Such problems as inadequate provision for the leisure time of youth, the need for additional recreation facilities, the distribution and sale of salacious literature, undesirable motion pictures, gambling machines, the sale of liquor and cigarettes to minors, unoccupied houses that are not secured against entrance, the demolition of dilapidated houses, a slum clearance project, repairs to recreation centers, and materials and equipment for boys' clubs and recreation centers are a few of the problems that have been acted upon with favorable results for the community.

The conditions producing delinquency are so varied and complex that it is impossible for any one group working alone to cope successfully with them. Coordinating councils have originated from a variety of experiences, but a rather common conviction is that to accomplish anything worthwhile the combined resources of all agencies must be utilized. An auspicious beginning has been made in Germantown, and the spirit of coordination is spreading to other neighborhoods in Philadelphia.

The influence of community councils is accentuated by the changed attitude on the part of the participating individuals. The council is a democratic agency for action. Respect for the opinions of others is engendered. Social-mindedness is developed. The power in cooperative action becomes impressive. A better understanding of the community and a better working relationship among the different agencies represented in the council are dynamic by-products. The coordinating council is an excellent instrument for the development of better understanding of everyone as to the educational and welfare needs of children with resulting improved cooperation in meeting those needs.

Elementary Schools in a Family Life

Education Program

By THE ELEMENTARY SCHOOL COMMITTEE

Box Elder Program of Education for Home
and Family Living

Vernon Hansen, Fielding, Utah, *Chairman*

BOX ELDER COUNTY, Utah, is one of four centers in the United States experimenting in community programs of education for home and family living. These centers were established at the invitation of the U.S. Office of Education in cooperation with the respective state departments of education and the local communities. They are financed in accordance with the usual arrangements for the reimbursements of school districts using Smith Hughes and George Deen funds. The purpose of the experiment is to see what can be done through education in a given community to make for richer, more stable, and more satisfying home life through voluntary co-operative effort of all agencies, organizations and individuals interested in education for home and family living. The other three centers are in Toledo, Ohio; Wichita, Kansas; and Obion County, Tennessee.

The elementary school committee, which reports here one phase of its program for improving home and school relationships, is one of nine working committees under a central sponsoring committee which guides and directs the program in Box Elder County.

The Box Elder program had its beginning in the realization that congenial parent-teacher relationships are the core of the success of any school program. Because the elementary schools in this county are increasingly swinging from the use of the traditional report card and adopting the practice of talking over with parents the progress of their children, supervisors and teachers found themselves in need of guid-

ance in making these conferences profitable to all concerned. The suggestions listed in the original report from which this digest is made represent the combined thinking and experience of all the elementary school teachers, principals, and supervisors in the county with representatives from the parent group. These are some of the suggestions which the Box Elder Elementary Schools found helpful:¹

We believe there are important considerations in making a schedule of parent-teacher conferences: (1) Arrange the schedule to avoid any necessity of the parents' waiting. (2) Arrange consecutive conferences for parents who have more than one child in school. (3) Have parents come *after* class hours. (4) Try to avoid scheduling the same parents late in the day at each conference time. (5) Be sure the parents know whether or not there is another conference scheduled after theirs.

Because we believe that physical comfort contributes much to the successful parent-teacher conference, we try to make the conference room inviting and pleasant. We assemble ahead of time in some convenient orderly form all necessary materials such as evaluation sheets and samples of students' work.

We try to open the conference with such statements as will help establish rapport between us (parent and teacher), and try to give the parents a feeling that we are in partnership in the child's development.

During the interview we try to give the parents certain definite information concerning the child. We discuss in relation to the child's capacities and needs such qualities as scholastic ability, reliability, stability, sociability, attitude toward work and authority, initiative, relationship to the

¹ Mimeographed copies of these suggestions in detail may be obtained from the Board of Education, Brigham City, Utah.

group, health, personality, citizenship, adaptability, industry, cooperation, participation in activities, application, attendance. We express as much honest appreciation as possible, comparing the child's work with that of previous periods to show his individual progress.

We try to give information to the parents tactfully and in a way which will make them feel that we appreciate the importance of their particular child as a person.

When we meet parents who sincerely tend to discount their children's abilities we try to build up the child in the eyes of the parent whenever possible through showing the parents something definitely worthwhile which the child has accomplished and by emphasizing that individual progress, not group placement, is the real goal.

When we meet parents who always excuse their child's behavior and "failures" we realize that they have a reason for doing so and that we

cannot hope to cope with the situation without first finding out the reason.

When parents do not come for conferences we try a variety of ways of learning the reason for their not coming and for getting them to come, such as writing a note, going to see them, taking advantage of meetings on social occasions or at church, working through the P.T.A., and trying to make them feel that they are definitely needed.

When we meet parents away from school we may discuss their questions if conditions are favorable, otherwise we suggest that they come to school for a conference. We may try to give them a few facts which may interest them enough to make them wish to visit school. If the questioner is a parent who does not come to conferences, we gladly respond to the questions since our willingness to respond may encourage future contacts under conditions where more professional aid can be given.

"Nothing Ever Happens"

By HELEN BERTERMANN

Teaching Principal
Cincinnati Public Schools

DO YOU really know your neighbor, your co-worker, the policeman on the beat, your minister? The answer cannot truly be yes until you have worked beside them through good and bad times.

A suburban community, housing sturdy middle class people found its young people saying, "Nothing ever happens here." Their statement was true, for no ice cream parlor nor picture show—favorite haunts of young folks—existed there. Some of the grown-ups—their parents, ministers and teachers—heard their complaints and set machinery in motion to see that something happened. Because neighborhood councils, later to become coordinating councils, were just coming into existence, these grown-ups set up such a neighborhood organization with the help of social agencies and organized groups already established in nearby communities. But the local residents assumed the leadership.

There followed two years of activities

that startled even the most visionary organizers. Attendance flourished steadily at all functions. Stamp clubs, doll clubs, airplane clubs, cooking classes for boys, folk-dancing and dramatic classes for the younger children (many of them for older ones also); knitting classes, dancing classes, gym classes, wood-working classes, psychology classes, English classes for adults, met weekly. The hit of all activities was the weekly dance which followed the closing of classes on Friday nights. High school girls and boys, grandmothers and grandfathers, young marrieds and those neither young nor old, danced until eleven o'clock. The music was furnished by a WPA orchestra, but arrangements and chaperon responsibilities were assumed by the residents.

Enjoyable and valuable as the activities were in themselves, the greatest assets were intangible. Classes and clubs offered opportunities for learning, but at the same time

neighbors were meeting people who did not live next door nor attend the same church. They became acquainted and a respect grew which added to a friendly relationship that has developed through two generations in many cases. They began to regard the school as a friendly place where they worked and played together after school sessions were over. A neighborhood consciousness grew from playing and learning together, a consciousness that was to stand them in good stead when a crisis came.

The 1937 flood startled everyone into action when it covered blocks and blocks that had never seen high waters before. Comfortable, well-cared-for homes had to be vacated, some of them so quickly that there was little time to rescue clothing or belongings. Cold winter weather made matters worse. Where could the people go? Where could they store what few possessions they could save? The one large building, the school, opened its doors, as did the other schools of the city. The American Red Cross established headquarters there, but the good people of the community stepped forward, too. By the close of Black Sunday, that gloomy day when flood waters rose rapidly and people were panicky, hot food was in process of preparation; beds, cots and bedding were collected from homes out of the high water district, and a refuge was established.

In addition to the trained workers those in need of help found more fortunate neighbors and friends present to lend a hand, to help store furniture in the gymnasium, to get baskets of coal for the fires that groups of rescuers kept burning at their bases of operation, to reach relatives in safe parts of the city, to find places to send the children, and to work through many other difficult situations. Money came in, also clothing and offers to help in the kitchen and supply rooms. Residents

sorted clothing, checked supplies in and out, registered refugees, answered questions, ran errands, served as taxi drivers, and boiled gallons and gallons of drinking and cooking water.

For more than a week the school housed over a hundred men, women and children at night, and served meals to four hundred or more each day, with midnight meals for those on the night shift. There was no electricity and no water except that which was brought in in huge cans. The cleanliness and sanitary conditions under such circumstances were a credit to good people. Not only were the refugees cared for, but groups of United States coast guards and sailors stopped for their terms of service. Many and helpful conferences were held by the leaders of church, school, and neighborhood groups. What disgruntled complaints were rampant absolved when those who knew the worried and upset people involved set to work to smooth the way for successful adjustment of difficulties.

The machinery of effective organization is essential in saving time and money and in promoting efficient action. Trained workers are necessary for the same reasons. Working with that trained efficiency, however, the friendly, neighborly interest goes far toward making a difficult situation more bearable. The presence of someone who knew that an old father who lived alone in an upstairs flat had found refuge with a neighbor up the hill; that the person who needed an oil lamp or rubber boots was a timid, inarticulate man, afraid to make known his needs; that the baby had been sick and needed special attention—these and countless other individual problems made the work easier for both workers and those seeking aid. A community that is able to work out its own problems under sympathetic, trained leadership and guidance of established agencies, is the American way, after all.

We Open a Kindergarten

ANONYMOUS

THREE LOCAL CHILD STUDY groups—mothers of preschool and primary age children—had a joint meeting which started the movement to obtain kindergartens in our community.

It was soon evident that it was not the mothers who needed to be "sold" on the importance of kindergartens; it was the general public, particularly the school board. Only one of the five board members felt that kindergartens were important enough to justify the effort and expense required to establish them. Here are some of the things done to obtain public support and interest:

Twice a week for several months an article on kindergartens was published in the local newspaper. What a pleasant surprise it was after several weeks to overhear local business men discussing the subject. Before long just about everyone who read the paper knew what is done in a kindergarten, how it is done, and why kindergarten experience is so helpful to the child entering primary school.

The mothers' school board committee met with the board at every meeting and became acquainted with its problems, its budget, and its attitude toward kindergartens. The committee urged all the successful business men who might have influence with the board members, and who were willing to do so, to discuss kindergartens with them and to show their interest and approval. With more than fifty mothers pushing all the men to speak up for kindergartens, the board members were sure to hear kindergarten, kindergarten wherever they went. Finally the four mem-

bers admitted that the idea of kindergartens was a good one but gave excuses and reasons for postponing opening one. They said that the three grade schools were overcrowded, that there was no available room nor equipment, and since state support is based on average daily attendance, a kindergarten would be a financial failure because of poor attendance. Our answer was to offer to investigate, with the assistance of the superintendent, possible housing, equipment and prospective pupils.

We rented the Sunday school room of a new church, paying fifty dollars a month for morning and afternoon sessions, heat, and janitor service. To locate prospective kindergarten children we studied the birth records of the five preceding years, put notices in the paper appealing to the parents to get in touch with us if they were interested in having their child attend kindergarten, and finally, we sent home with all the lower grade children mimeographed notices with a space to be filled with the information we wanted. In this way we reached almost everyone. The children, all anxious to return a filled-in slip, brought us the names of neighbors' children or relatives' when they did not have brothers or sisters to report.

After the list was as complete as we could make it we divided it among the study group members and each name on the list was called. This resulted in a list of interested parents, complete with names and addresses to submit to the school board.

It was not until we submitted this list of parents, willing to pay a small sum for supplies, and a working plan that the school board finally consented to open a kindergarten. This kindergarten is now in its third year, still in the same place and taught

Editor's Note: This account does not describe the activities of an organized community council but it does show how different groups within a community can combine their efforts to bring about needed changes and to obtain something they want. For obvious reasons this article is published anonymously.

by the same teacher but with new equipment added each year. All equipment except tables is owned by the school board.

Attendance at kindergarten has been better some months than in the first grades, and the first grade progress of the kinder-

garten children has made the school board sorry that the kindergarten was not started long ago. The board is now struggling with the problem of dividing the group into thirds and finding a way to house them in the grade school buildings.

A Mountain of Cans

By MORRIS R. MITCHELL

There can no longer be excuses by those who would like to believe that there are no suitable socially useful activities for small children to engage in. That has been too long the shield of those who through indifference have declined to accept this responsibility as a part of the challenge of our day. Of course the inadequacies of our life are a threat to democracy and have practical implications for even elementary education. They serve a great cause who find practical outlets for the love of constructive individual or group action on the part of children in strengthening community life.

Mr. William Graham is principal of the Brandon School, Florence, Alabama. He and his teachers organized a week's campaign for collecting tin cans. There is no garbage collection in Railroad Hollow, one tributary to the school. Health problems indicated the need of community sanitation. Mosquitoes were a great pest and malaria locally prevalent, (though it was known to Mr. Graham that anopheles mosquitoes seldom if ever breed in tin cans.)

Many would regret that prizes were used as an incentive. But they were only drops of water to prime the pump. Then, too, they were group prizes, not individual ones. Further, the prize money was to be spent for "books" for the rooms. First prize was a dollar for the room collecting the most cans; second prize, fifty cents; third prize, twenty-five cents. Winning group of the first prize—thirty-eight children brought in 29,000 cans. Second winner brought in 28,500. The grade that won twenty-five cents brought in 28,050 cans. Truth is the prize money was pretty well lost sight of.

Before school and after school and during recesses, and once or twice for ten minutes of school time the children trooped in with the grandest array of can-carrying devices ever beheld. There was the sedan chair, a large crate hung between two poles carried on shoulders. Five came abreast with four apple crates hung between them, end men carrying sacks besides. There were express wagons unnumbered and a borrowed trailer. There were tubs and boxes and barrels and cans strung on poles. Rapidly the mound mounted to a mountain. The contest closed May 13. But cans still come. There are 205,000 now, eight tons of them. A junk dealer is paying a dollar a ton. Good business, this can collecting. Income, eight dollars; prizes, one dollar and seventy-five cents; net earnings, six dollars and twenty-five cents.

But should one jest about an enterprise that touches so deeply the real needs and hopeful attitudes among so many? It seems likely now that there will hereafter be garbage collection in Railroad Hollow. This possibility is being pursued. The children in the meantime have agreed to punch holes in all cans discarded from their homes and to pile them in accessible places. It is interesting to note that in this community-wide campaign there was overwhelming approval. All were amused, delighted. Only one complaint was registered, and when that man came to express his objection he was so amused by the size of the pile and by the interest of the workers that he found himself laughing at his disapproval. Locally, democracy is stronger a mite.

Must Our Children Be Sociologists?

Miss Gates, who is instructor in children's literature at San Jose State College, California, answers the question in the title of this article in the affirmative. She gives three reasons why: That children may early in life recognize the differences existing within our social structure and discover the values that go with every way of life, understand and appreciate the differences which exist between the various races that comprise our nation, and know what has gone before so that they may better understand what is here today and what may be present in the future. This article has been prepared by Miss Gates from the address she gave at the A.C.E. Convention at Oakland, California.

THE OTHER DAY someone asked me, "Do you know what one little ghost said to the other little ghost?" On my admission of ignorance, I received this answer: "One little ghost said to the other little ghost, 'Do you believe in people?'"

The answer to the question, "Must our children be sociologists?" could only be given in the negative by a ghost who didn't believe in people, especially for children. Such a ghost might appear in broad daylight, decently clothed and apparently in possession of his right mind. But he would be a ghost, none-the-less. For unless one believes in people, believes in the sense of understanding, respecting, and appreciating people, (and here we depart from the implications of the ghostly question), he dwells in a ghostly world, a world of mists and shadows where reality if it ever seems to intrude at all, comes with wavering and distorted outline, vague and strange.

To the question, "Must our children be sociologists?" the public schools of this country have already given a vociferous affirmative. Few indeed must be the school systems where social studies are not a prominent part of the curriculum. Our children have learned about community helpers to the end that they may themselves someday contribute their share to community well-being. They have studied Eskimos and Navahos. They have acquired a great many facts with respect to some of the people who make up this nation, and that is all to the good and tremendously necessary. But it is not enough. The subject of this article, as I propose to deal with it, is not to be concerned so much with facts as with feeling; not so much with the head as with the heart. You remember what the philosopher said in James Stephens's *The Crock of Gold*: "What the heart knows today, the head will understand tomorrow." No, mere facts are not enough. We must get beyond the facts to the feeling if some of the hopes of this democracy are ever going to be realized, or if we wish to retain those which have already been realized.

If you will pardon a much-hackneyed expression, I should like to remind you once more of what Pope said *a propos* of all this: "The best study of mankind is man." The business of a sociologist is to study human society and the best way to do that is to live with all kinds and classes of men, to share their roofs, to eat their food, and to walk their way with them. Unhappily, the possibility of living so closely with many different kinds of people is extremely remote for any of us, especially

for our children. But there is a way by which this ideal can be in a measure realized. It can be realized for our children through books. It is a well-known fact that children identify themselves with book characters; that they actually live the stories they read.

To Recognize Existing Social Structure and to Appreciate Racial Differences

Now, all the units of work, or frames of reference, or whatever you want to call them, cannot take the place of actually living an experience. And in a book in which characterization seems vivid to the point of a reality, where incident is vital and background authentic, a child can come very close to a living experience. The result is an emotional reaction which will impress him more and stay with him longer than a mere catalogue of facts.

Please do not forget that I said facts are important. I only said they were not enough. Let me illustrate that point. It is a well-established fact that one fourth of this nation is existing on a standard of living which is far below the level which we like to think of as the American way. There are children living in this country who have never had a pair of shoes. Such a statement made to a child might or might not impress him. If he has always worn shoes, the plight of one who has never worn them may seem too removed from his experience to make much impression on him one way or another. But Ellis Credle in a beautiful story called *Down, Down the Mountain* has told us about Hetty and Hank who longed for a pair of shoes, and so vivid is her description of that longing that when it seems likely that their wish will never be realized, we get a definite emotional reaction to their disappointment in the face of their great need. For the time, we are Hetty and Hank,

and our longing for a pair of shoes is as real as theirs.

Now, I happen to believe that it is a good thing for more fortunate children to acquire this insight into the lives of children less fortunate than they. Because having known Hetty and Hank early in their lives, when the time comes for our children to express themselves as citizens, they will be more apt to have a deeper interest than mere lip-service in the phrase, "equal opportunity for all." We should not be afraid to show our children poverty with all its hardship and heartache if we take care to show them at the same time, as Miss Credle has done in this book, the fortitude and faith that such an existence tends to develop in human beings.

Must our children be sociologists? Yes, to the end that they may early in life recognize the differences existing within our social structure and as future citizens accept the challenge of equal opportunity for all. Must our children be sociologists? Yes, to the end that they may discover the values that go with every way of life, recognizing the dignity of the individual, his integrity to himself and to his group.

In addition to the need for children to know and to feel the differences existing within the economic structure of this country is the need for an understanding and a genuine appreciation of the differences which exist between the various races that comprise this nation. For the past twenty years, at least, we have talked about tolerance, and we have talked very loudly and very earnestly. And yet, a fairly recent survey of a certain group of college students reveals the startling fact that racial prejudice still exists in what should be a representative group of supposedly intelligent young Americans. To quote just a few of the tabulated averages, it was found that thirty-one per cent of the students tested showed prejudice against the Negro,

ten per cent against the German, eight per cent against the Italian, fifteen per cent against the Mexican, twenty-six per cent against the Japanese, and twenty-three per cent against the Chinese. This is a startling revelation in the face of all we have tried to do during the last twenty years to develop tolerance among our children.

Clearly, then, tolerance is not enough. At best, tolerance is a passive thing. It is much to be preferred to intolerance, passive though it is, but it is not a substitute for dynamic interest, and that is what we are going to have to have. Tolerance is not a substitute for compassion. In this country where in 1776 we declared that all men are created equal, there has appeared within the memory of each one of us, the fiery cross of intolerance, bigotry, and hatred, burning in a night of darkest ignorance and mistrust. That must not happen again if the principles upon which this country was founded are to survive. We must not only accept people's differences with tolerance, we must appreciate those differences in the discovery of what they have contributed toward the enrichment of this country. And with the true appreciation of them will come, finally, the discovery of the ways in which we are all alike. Then and then only can we claim to possess real national understanding.

Most racial intolerance is bred in the home. That is a tragic thing to say, but it happens to be true. Not in the public school where all races meet and mingle and work out their common problems; not in children's organizations, but in the home is this dangerous seed carelessly sown and sometimes carefully nurtured.

Just the other day I heard a mother admonish her child for putting a coin into her mouth. They had been to a wood lot to buy some wood for their fireplace. The man who had waited on them happened to be an Italian, an old man, patient,

courteous, painstaking in his efforts to tie the sack of wood onto the car in such a way that it would not mar the shiny fenders. He had given the coin back to the mother in change and she, in turn, had handed it to her daughter who promptly stuck it into her mouth. "Don't *do* that," demanded the mother. "Didn't you see that dirty old Dago hand it to me?" That mother was doing a conscientious job in safeguarding the health of her child, but her method of doing it was dangerously wrong. Such a remark would set up a definitely unfavorable reaction to all Italians in the mind of that child.

But there is a way by which such a reaction might be changed. If that particular child could have had placed in her hands, or better yet, read aloud to her by that mother such a book as Valenti Angelo's *Golden Gate*, her feeling about Italians would probably undergo a complete change. She would see in that book a small Italian boy struggling to find himself in a strange and, to him, bewildering land. She would see him make mistakes and she would feel his suffering when those mistakes were ridiculed by his new companions. She would recognize in that boy's grandfather something of the same qualities that existed in the old man at the wood lot—kindness, patience, courtesy. And she would discover something in the makeup of that grandfather which she had no opportunity to discover in that "dirty old Dago," namely, wisdom and deep affection. But she could make her own inferences. She would see in that story, too, the courage that these people must have had to come to these strange shores to begin life all over again. She might even cultivate a certain respect for the old gentleman and for his descendants.

One of the greatest contributions in the field of children's books in the way of racial understanding is Florence Crannel

Means' Shuttered Windows. In this story of a colored girl we meet a young American pretty much like young Americans anywhere, except that she happens to be a Negress. She is poised, intelligent and, at the beginning of the book, somewhat selfish. The story is that of any young person trying to find himself or herself, as in this case, in relation to his own group. The book is written with dignity and a fine sense of what the true values of living are, and it leaves us with an understanding of Harriet's pride in her ancestry and of her devotion to her race.

Perhaps I am too optimistic, but I can't help thinking that that thirty-one per cent of that particular group of college students who felt prejudice against the Negro might have recorded their feelings differently if during their childhood they had read a few *Shuttered Windows*, or even one.

Must our children be sociologists? Yes, to the end that they may not merely tolerate but actually appreciate the many bloods which contribute to the blood stream of American life.

To Know What Has Gone Before

There is another aspect of this whole question which should be considered here. It is simply the importance of knowing what has gone before that we may better understand what is here today and what may be present in the future. It seems to me that there has been a tendency to over-stress the "here and now," a too great exaltation of the immediate to the utter oblivion of the past. The past is important because it is the background for the present and in the light of the past we can clearly see our responsibility to the future. Young Americans have a responsibility to the future, and they have a past of which they should rightly be proud.

Fortunately, there have been many good books for children in this category, and

our children should know them. They need to know especially the books of Agnes Danforth Hewes in which she shows the part that the little person plays in great and stirring events. Not only the great leaders, the heroes who command the spotlight in histories, but the great, albeit unknown, followers have their part to play.

In the books of Laura Ingalls Wilder we see one family's indomitable courage carrying them through the dangers and the hardships of life on the frontier, and knowing that, we make a solemn promise that we who are the descendants of these Americans shall show no less of fortitude and courage than they.

Must our children be sociologists? Yes, to the end that they may say as James Daugherty has made Daniel Boone say in his fine open letter to him:

Rise up, you lanky sons of democracy,
Of Tennessee, of Texas, Vermont, New Hampshire,

Mississippi, Ohio, Oregon and the rest of the
glorious brotherhood of states.

Remember Clark of Vincennes, Robertson of
Watauga, Nolichucky Jack, Donaldson of
the *Adventure*, Mansker and the Long Hunters,
Mrs. Bean and the fighting pioneer women who made homes and bred Horse and
Alligator sons in the snowdrifts and hollow
trees and log forts of the old frontier.

Pray to the God of your Fathers that their
spirit be upon you.

That you may have the enduring courage to cut
a clean straight path for a free people through
the wilderness against oppression and aggression,

For generations marching on to higher freedoms
Riding toward the sun

Singing in the canebrakes

Singing in the tough spots

Chanting: Democracy, here we come.

Millions of cantankerous laughing sons and
strong daughters

Shouting to the bullies, the tyrannies, the hosts
of Darkness

Shouting with a seven-times-might shout of
Jericho:

No Surrender.

Open House and a Good Time by All

*What can teachers do to bring community and school into closer cooperation? Here are descriptions of an Open House planned and carried through by teachers and children at the University Elementary School, University of Ohio, that proved to be a satisfactory and happy way of bringing parents and school closer together. The Open House is described by Mrs. Thewlis, instructor in music; Robert Rowntree, a fifth grade pupil, and Mrs. Platt, one of the parents. Blanche Verbeck, a contributing editor to *Childhood Education*, obtained the manuscripts.*

FOR SEVERAL YEARS in the University School a May Festival has been an important event of the spring quarter, with the traditional queen ruling over festivities consisting mostly of a processional, singing and dancing. Last spring one of the teachers suggested an elementary school Open House as a different kind of celebration.

In a faculty meeting this suggestion was discussed and the possibilities for different types of activities were talked over. During the next few days each teacher told her children of the proposal and gave them an opportunity to discuss it. The children compared the Open House idea with the spring festival and voted on which they preferred. A large majority favored trying the Open House.

A committee consisting of two children from each room (kindergarten through sixth grade) and two teachers was formed. This committee's function was to serve as a coordinating body to bring together all ideas from the various rooms, to carry back information to them and to make any decisions which necessitated representation from the different grades. Responsibilities were designated to the grades by the committee as follows:

Sixth grade—Make programs and supervise clean-up after the picnic.

Fifth grade—Take charge of pop stand.

Fourth grade—Take charge of exhibit cases in halls.

Third grade—See that chairs for the movie were in place and dusted, also that chairs for their own play were arranged.

Second grade—See that chairs in the gym were in place and dusted.

First grade—See that flowers were arranged in the reception rooms and other general rooms.

Kindergarten—No special responsibilities.

In addition, each of the older grades planned for games with parents and faculty from five to six o'clock, and all grades made plans for activities in their own rooms between seven and eight o'clock. At eight o'clock it was arranged for everyone—children, parents, and faculty—to go to the gymnasium for folk and square dances.

In every case what the children planned to show and do in their own rooms was an outgrowth of the work they had been carrying on in the regular school program. This meant that there was very little interruption of the regular program even on the day or two immediately preceding the Open House, and that there was no hurry, undue excitement or worry over getting ready for the affair. This point seemed especially important to the teachers.

The faculty discussion afterwards centered around which seemed to have the most values—the traditional spring festival or the Open House. It was felt that both affairs were excellent in giving the children opportunities to plan with each other for others, and for tying the whole school together (both in planning and participating). However, the Open House seemed to have several additional values. Since the University School is not a community school it is seldom that parents, children, and teachers come together for any kind of function. At

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school meetings and at the festival parents usually sat back and watched what was put on for their benefit. At the Open House parents played ball with children, ate with them, danced with them and were an integral part of the whole affair. Moreover, it gave parents a chance to see more of the actual work of the school than the festival ever had. Getting ready to show things to their parents gave the children an impetus for putting a little more finish on their work than they otherwise might have done. Moreover, the dancing in the gym presented a fine chance for tying up the children's rhythms work of the year with social activities.

The teachers felt that the children carried out their responsibilities well. They remembered to clean up after the picnic and nearly all of them managed to be at the right places at the right times. They also discharged their obligations as hosts very effectively.

It was interesting to note the reaction of the sixth grade children. In previous years it had been customary for the May Queen to be selected from the sixth grade, and this group had been quite disappointed over the fact that there would be no queen this year. In addition, they felt that their job of supervising clean-up after the picnic was not too exciting, and many of them were convinced that the Open House would not be nearly as nice as the festival. Afterwards all but two children said they really liked it better. Several parents and children suggested that a combination of the two affairs might prove most successful.

The faculty felt that there were several things in connection with the event that could have been bettered. These did not indicate inherent weaknesses in the idea of Open House, but indicated a need for better planning if such an affair was to be tried again. In the first place, the time was too closely scheduled. Therefore when the movie was delayed it made everything else late. This point worried the children considerably. Next, the huge demand for pop, coffee, and milk had not been anticipated or adequately planned for, with resultant confusion at the pop stand. Finally, the teachers wished that more parents had felt free to take part in games and dances. Many of them were hesitant to do so. However, this may be just a greatly neglected part of parent education, and perhaps other years will find more and more parents participating actively in such events.—BETH THEWLIS, *Instructor in Music*.

As Robert Experienced It

The Planning—Some of the children thought that since they had had so much fun at the High School Open House it would be nice to have an elementary one instead of the usual May Festival. So two children were elected from each room to act as a committee to arrange for it.

The next thing we did was to see that each room had a special thing to do for the Open House. The thing the fifth grade (that's my group) chose to take care of was the pop stand. We figured out the number of cases of pop and milk we would need and the different amounts of coffee, cream, and sugar we would use. We also figured out how much it would cost and how much profit we would get.

Then we decided the special thing we were going to do in our room itself. We chose to have a series of murals on our current study of communication, around the room. Under each mural we planned to have a table with experiments on it. The mural I chose to work on was about radio and television. The other children with me on it were Bruce Woelfel and Dick Clark. We decided to show radio and television in war and peace.

The general committee decided we would have games the first part of the Open House and dances the last part. The fifth grade boys decided to play their fathers in a game of soft ball. The dances we chose to do were the Virginia Reel, Pa and His Chickens, Rye Hop, Captain Jinks, and Darling Nellie Gray.

What Happened—The soft ball game started on time, but some of the boys were late so we were kind of handicapped at the start. The fathers got first bat so that put us out in the field. Our two best players revolved around the two positions—pitcher and left field. Once in a while one of the fathers would hit a long one. Then one of the fielders would chase it and our little first baseman, who is also one of our best players, would run up and get in the best position to relay it home. We had team work but the fathers had long hits. When we got to bat we made some runs, but not enough to catch up to them so they beat us 11 to 6.

There was a grand rush to the pop stand after the games when dinner began. Everybody was yelling, "Two grape pops", "One orange pop and one bottle of milk", or "I want a coke." Boy, was there bedlam!

After the dinners were finished we were supposed to go to our rooms. But the movie which

was scheduled for 7:00 didn't get started till 7:30. That held up the marimbaphone so we couldn't get the things in our room started till 8:00. I went down to the pop stand while the marimbaphone was still going on, and it was sold out. When the program finally got started in our room the master of ceremonies, Jimmy Stockdale, told the parents that we studied communication through sound and light. Then Norman Dunham gave a small talk on light and I gave a small talk on sound. After the talks were over the parents went around and looked at the different murals. The children, who had made them, told the parents what they were about.

The dancing began at 8:30 and we started out with a few dances by the little children. Next the fourth, fifth, and sixth grades danced. The ones I was in were Captain Jinks, Darling Nellie Gray, and a new one, Lucy Darling. The parents danced with the children in most of these dances.

We all liked the Open House very much.—
ROBERT ROWNTREE, *Fifth Grade Pupil*.

A Parent's Point of View

The Open House at the elementary school gave me a sense of the flow of education, and it gave all of us parents a chance to participate in the life of the school for at least that evening.

The school is like a river, with kindergartners wading in at one end and almost adolescent sixth graders emerging from the other. I enjoyed the opportunity to go into *all* the rooms, to look at the work exhibited there, and to talk to the students and teachers. I had frequently visited certain classes before, but only those in which I was represented. At the Open House the school seemed to be spread out in a panorama and I

saw our children as parts of the whole school instead of just members of their particular grades.

Our whole family, too, became briefly a part of the school stream. I was glad not to be just a spectator sitting on the bank, a feeling I have frequently had at school plays. Family life and school flowed together for a while with pleasant profit to both. There was a baseball game between teams composed of both children and parents. Our family saved its strength for square dancing. My face ached with beaming as it always does during and after square dancing. I caught a glimpse of our daughter's face behaving the same way as she "honored her partner and balanced all".

Probably the Open House owed much of its success to the picnic supper. Each family brought its own picnic, and we all sat about on the grass and ate. Perhaps some of us felt that we were sharing a rare lark together, while others, as they brushed away ants, felt that we were all partners in misery. Anyway, something happened, and even the shyest of us felt a friendly glow for those about us. Our five-year-old saw his teacher sitting on the ground eating her supper, and the sight apparently gave him new courage. He went over to her and unburdened his soul in a way that he had never done. She told me that after the Open House he showed a confidence and poise among his own classmates that he had lacked before. I know how he felt—he got a new and comforting point of view, a feeling of companionship with all the school families, both of students and teachers. So did I. Our whole family hopes that the elementary school will have many more Open Houses.—MRS. JOSEPH S. PLATT, *A Parent*.

A.C.E. Convention News

IF YOU have not already marked your calendar with the date, April 6-10, 1942, now is the time to do it, for of course everyone must be in Buffalo, New York, to help begin the celebration of the Fiftieth Anniversary of the Association for Childhood Education. Program plans will be completed by the Executive Board at its meeting this month at Headquarters Office. The Executive Secretary has visited Buffalo and reports that committees have been appointed and that local plans are well along.

Miss Emily Miller is the local convention chairman and her invitation to you to come to Buffalo will be published in the December issue. The Statler Hotel is to be convention headquarters. So plan now to spend your Easter vacation at the A.C.E. Forty-ninth Annual Convention, Buffalo, New York, April 6-10, 1942.

Across the Editor's Desk

To Childhood Education Subscribers

AS an experiment the October issue was mailed to you in folded form rather than flat as has been customary. The reasons for this change in mailing form were to conserve wrapping paper and to reduce mailing costs. Because we believe that these economies in money and paper do not justify the resulting mutilated magazines, your issues for the rest of this year will be mailed flat. If your copy of the October issue is damaged, please let us know so that another may be sent you.

The difference which some of you have noted in the paper used in CHILDHOOD EDUCATION is due to finish and not to quality. This paper was chosen because it reproduces cuts better than paper used formerly. The color, too, is different because the government has prior claim on chemicals needed to bleach paper properly.

We hope that you will bear with us as we attempt to meet new conditions imposed in times of emergency, and that you will notify us of defective copies or unnecessarily delayed service. We shall do our best here to anticipate emergencies and to get CHILDHOOD EDUCATION to you in good condition and on time.

And So To School

EARLY last spring an A.C.E. member notified Headquarters Office of a change in her teaching position for the coming year, and spoke with some concern of the different problems she would meet in an entirely different teaching environment. For a number of years this young woman has been teaching first grade in a "privileged" community. The building in which she taught is known nationally for its modernistic beauty, and materials of all kinds were hers for the asking. This year she is teaching in a one-room rural school in another state—her home state so that she may be with her mother who has been dangerously ill for some time.

This young woman has been invited to keep a diary record of her experiences for the readers of CHILDHOOD EDUCATION. The first installment appears here. So that she may feel free to write as she pleases, she will be known to you as M. H.

Beginning a New Chapter in My Life

August 2, 1941. All indications point to the fact that I may be teaching a country school next year. C. M. just called and said the directors of District Number 1 want me to teach out there. I am to attend a meeting next Monday. I hope I do have the school since I want to be home with mother every night and six miles is not far to drive.

August 4. I have signed on the dotted line and I am to be the teacher of District Number 1. The directors said, "Now this is your school. Use your own judgment about the work."

I am glad that most of the children are in the primary grades as I have always taught the first grade. I do hope that I will be able to use good judgment with the older ones. I have never taught children in the upper grades. They made life miserable for a young teacher last year. She resigned during the winter.

August 11. I just attended another meeting at my school. The directors are so nice. I am sure that I will enjoy my work out there. They have spent \$178 for new equipment. The old recitation bench—the one my father used in that building fifty years ago—was looked upon with disfavor. It has been condemned. In its place we are to have three movable desks. The directors will build low shelves for books and they have ordered a large work table and chairs.

We are very proud of the fact that we are going to have Venetian blinds. The people in neighboring districts do not believe we are really going to have them. A. was in today. She says she thinks I am mistaken. They probably are getting something like that for the outdoor toilets. I do not know for sure but I think the blinds are for the school building.

August 14. I drove to K. today and had a fine visit with Mr. H., the county superintendent. He wants me to plan with the children to have some units of work.

September 2. My mother has been in such a critical condition that I nearly forgot I am to begin teaching this week. I have been spending most of my time at the hospital. I am so happy to know that her operation was a wonderful success and that she will enjoy better health than she has had for several years.

I drove out to the school today just to look

around and to take out a few of my books and things. I found a nice new desk for myself. That was a real surprise. I had not asked for that. The Venetian blinds are up. They take away the glare of lights from windows on opposite sides of the room. But I am afraid the room may be too dark.

September 3. I spent practically the whole day at teachers' institute. This is a large county. There were many teachers and I feel dizzy from taking notes. A group of teachers in neighboring districts have invited me to join their reading circle.

September 4. The first day is over. It was a wonderful day even though the children did not have all their books and some of the supplies have not come. The defense program seems to make it hard to get things on time.

Several mothers came to school. One asked me to pick up her child and take her to school each morning and then take her home after school. I will be glad to do that and offered to transport another one who lives quite far from school. It will make a long day for the children but it seems to be the best solution to the problem.

There are thirteen children in the school. It is just like a large family. I sweep and dust; build the fires, see that the flag is raised on the flag pole each morning, pull the rope that rings the bell on top of the school, and see that fresh water is pumped for the water cooler each morning. The wash dish seems to need cleaning quite often.

I hope the weather will stay warm for a long time so I will not have to begin building fires very soon. That stove certainly is a big one, but I am sure I can manage it all right.

From the Editor's Correspondence "I CONSIDER the article, 'America Is,' a classic! (Published in CHILDHOOD EDUCATION, April 1941.) It should be put in a reprint and sold to all groups interested in promoting democracy and democratic ideals. I think scout troops might use it, and indeed I think it should be sent to the government promotion bureau if there is such a thing. It should not be allowed just to lie in a magazine." *J. H., New York City.*

"MY CHILDREN and I are delighted with the very fine format you have given our 'America Is.' They were thrilled to see themselves in print and pleased with the decorative cuts. After handing it around among themselves, they demanded

that I read it to them and they were the most attentive of listeners. I was amused at their comments on my introduction. They asked if they might write their names in front of references to themselves.

"I'd like to ask if some reports we have just finished might be submitted. We have outlined and then reported on several subjects. In each case we learned what lack of scientific knowledge did to build superstition. For instance, we have one on maps. In early maps, they discuss the narrow limits of travel and belief in sea monsters, giants causing seasonal storms, and so on. Thus in each case they tell what inventions and development of science have done to eliminate superstition. In the outline in flying they begin by telling how people have always wanted to fly and cite the flying ideas in folk-tales. There is a good discussion of superstition in medicine, something in power and machines, and in water transportation. I have a class outline and report as well as individual group reports from which I might cite illustrations in the children's own writing." *Mabel C. Smith, Glencoe, Illinois.* (Needless to say, the Editor has asked Miss Smith to submit these reports for consideration.)

"WE ARE happy to share our experiences of gathering sap and making maple sugar. (Published in CHILDHOOD EDUCATION, March 1941.) The children, parents and friends have been given much pleasure. If you could see the soiled copy of CHILDHOOD EDUCATION you would understand the joy the children have felt and the pride of parents as they have showed the magazine. We are pleased to have the American Red Cross use our story and photographs in *The Junior Red Cross magazine.*" *Dorothy Flowers, Kansas City, Missouri.*

Publications Received

THE EARLY Elementary School—A Handbook to Guide Teachers. Developed by the Division of Elementary Education of the Minneapolis Public Schools with the assistance of many teachers, principals, and supervisors in the Minneapolis schools. Contains "suggestions for studying and understanding children, for developing more pleasant and more enriched school environments, for planning classroom activities which will promote child development, and for evaluating the progress which children make." The summary chart of practical suggestions for the teacher in her study of child growth is particularly excellent. The bibliographies are short and pertinent.

Books...

FOR TEACHERS

YOUTH, FAMILY, AND EDUCATION. By Joseph K. Folsom, Washington, D. C.: American Council on Education, 1941. Pp. 299. \$1.75.

EDUCATION FOR FAMILY LIFE. *The Nineteenth Yearbook of the American Association of School Administrators.* Washington, D. C.: The Association, 1941. Pp. 368. \$2.00.

FAMILY LIVING AND OUR SCHOOLS. By the Joint Committee on Curriculum Aspects of Education for Home and Family Living of the Home Economics Association and the Society for Curriculum Study. New York: D. Appleton-Century Company, 1941. Pp. 468. \$2.50.

Three books on the family and education in one year from authentic educational sources form a trilogy which is news! Seldom do educational changes make the headlines, for philosophies are not made in a day. But if a cataclysmic change could be recognized in education as it is in war, it is now taking place. The revolt of the human against the machine-like qualities of education is here. Young people are asking that the gaps between education and life be closed. They want practical help for everyday living as individuals and not rituals of learning planned to give prestige.

For an understanding of what has taken place, for historical background on the family in relation to youth and education, read *Youth, Family, and Education* by Joseph K. Folsom; for a statement of guiding principles for family life education in the schools, read *Education for Family Life*, *The Nineteenth Yearbook of the American Association of School Administrators*; and for immediate encouragement and information for both parents and teachers on how the task is actually being done here and now, read *Family Living and Our Schools* by The Joint Committee on Curriculum Aspects of Education for Home and Family Living.

Supplementing each other, these books are all necessary for a clear view of the educational picture as it affects family life today. Professor

Folsom presents historical facts and trends with the critical view of the sociologist to whom education in schools is still on trial because of its record of failure to supply desires after having created them, thus bringing discontent and neurosis. While Dr. Folsom does make a case for specialized education for family life, he warns that the school must not be looked to as a rescue squad to save society, nor educators become the tools of short-lived efforts, since the difficulties of modern living are no temporary emergency and therefore justify long-range educational planning. Dr. Folsom too sees modern efforts to improve education joining forces with efforts to improve society in general and comments upon the fact that all of these movements are expressed in terms of life objectives rather than subject matter fields. This critical evaluation lacks the accent on what is now being done and the fine enthusiasm which comes of being in the front lines of an effort where every small gain is appreciated.

Family Living and Our Schools supplies the lacking verve, for even though, as Dr. Folsom says, only ten per cent of youth now in high school is reached by family life education, Miss Goodykoontz and Miss Coon describe such splendid endeavors now going on that one feels sure they will be multiplied. On the other hand, Dr. Folsom's chapter on college programs shows a more detailed picture than does the treatment in *Family Living and Our Schools*. The college with its rigidly divided subject matter fields does not yet offer numerous examples of family life education of the type being developed at earlier levels. Dr. Folsom says, however, that "Education for family life can be advanced considerably under the present academic forms, but its brightest hope lies in the fundamental reorientation of the whole college curriculum toward 'realistic education for life in the modern world.'"

Education for Family Life provides an administrative landmark, a formulation of principles based upon a thorough knowledge of the prac-

tical problems confronting school executives. It recognizes that the development of formal education has separated it from the family and emphasizes the contribution the schools can and should make to home life. It highlights the need for cooperation and understanding between home and school while *Family Living and Our Schools* is actually a product of that cooperation.

These comments suggest that *Family Living and Our Schools* is a buffer of practice between historical facts on one side and theory on the other. The lines between the treatments in the three books are not so clearly drawn; each deals somewhat with practice while all recognize historical background and agree as to fundamental principles. *Family Living and Our Schools*, however, is in itself a testimony on the value of continued effort built through cooperation. Its pages emphasize that real education is best accomplished by example; that to teach wholesome family living requires a high quality of living in the schools.

Recognizing the possibilities for misunderstanding between home and school, the authors have sought out examples of successful integration of purpose. Today where in a world of discouragement we search for "adult personalities" and "mature individuals" to break the vicious circles of protective special interests, it is helpful to realize that the first step may be a simple one of cooperation on an activity level through which all participants may grow toward these ideals.

Inherent in the discussion is the suggestion that the concept of family be broadened to include the community, thus solving some of the present conflicts between home and school. And finally, since the test of education is the doing rather than talking about doing, *Family Living and Our Schools* establishes a guidepost against which the next advance in family life education in our schools can actually be measured.

To compare the contributions of these three books is not possible. If all could be in every school library on loan to parents and teachers alike, they would be a real source of help. Especially would it be feasible to ask that teachers and parents form cooperative discussion groups with *Family Living and Our Schools* as a basis. Here is one way of increasing the understanding of home and school in the interests of enriched family life.—*Harriet Houdlette, Associate in Childhood Education, American Association of University Women, Washington, D. C.*

THE PARENTS' MANUAL: A Guide to the Emotional Development of Young Children. By Anna W. M. Wolf. New York: Simon and Schuster, Inc. Pp. 331. \$2.50.

Although the author emphasizes the development of the child (and of his parents, always) from birth to six years her material, by no means, is confined to this area. As a matter of fact, I can think of no better person to whom I can recommend this book than to the parent who has raised his children beyond six; who is in the parental dumps or has met an impasse and could use a good going over.

"How did I ever get in this predicament?" asks a frustrated parent of himself. Finding out is sometimes the best way of getting out. Mrs. Wolf's material supplies an excellent crutch for finding out.

Although the author avoids the use of technical terms her material presupposes that her reader has done or is ready to do some serious thinking about his parental responsibilities. There is no artificiality or forced illustration. I do believe, however, that the book could have used more everyday illustrative experiences. Mrs. Wolf wants relaxed parents. Nothing relaxes them more than the recognition that their problems are not unique but are shared by others.

The underlying, or perhaps the over-all, principle of Mrs. Wolf's book is a philosophy that every American home should understand and practice. She stresses the dignity of the child, the dignity of the individual who needs rediscovering in these days of stupendously horrifying mass movements. "Here is the child," says Mrs. Wolf, "a definite individual, a member of a family group. Understand him, love him, recognize your responsibilities in living with him and above all, enjoy him." Develop a technique for good family relationships and there evolves a technique for good citizenship. Children need physical care and protection from their parents but they also need understanding. Their first experiences in group living—with their own families—is the basis for the demands and contributions they will make to their living in the larger groups. Therefore let the family supply an everlasting amount of active sympathy. Out of this will grow the activity and sympathy that must be a part of every individual if he is to share a democratic way of life.

So, for parents and teachers who want some help in understanding themselves and their children, Mrs. Wolf has made a worthwhile contribution.—*Ruth N. Berman, Parent Educator.*

Books...

FOR CHILDREN

The New Biographies

Books for children have a way of reflecting some of the dominant reading interests of the age that produces them. The present age, for instance, keeps the historical novel and biography continually on the lists of best sellers. These two adult interests are reflected in juvenile stories about the Colonial period, the period of Westward expansion, the colonization of various states together with biographies of the great historical figures that dominated these times and places. In these two fields, the historical tale and biography, children are getting such distinguished books as Laura Ingalls Wilder's series about her own pioneer family, the stories of Cornelia Meigs and Elizabeth Coatsworth and such splendid biographies as *No Other White Men* (Lewis and Clark) by Julia Davis and *Six Feet Six, The Heroic Story of Sam Houston* by Marquis and Bess James. Equally good biographies of the artists, musicians and writers beloved by children are beginning to appear.

Biography has generally been relegated to the high school period, and it is still true that most of the new biographies are written for that age. However, the interest in the life stories of real men and women begins much earlier, as any mother or teacher of young children can testify. It is the focus of interest in life stories that shifts with age. For example, it is not until adolescence that the child becomes deeply concerned with character development, ideals of conduct, and why a man behaves as he does. So it is for this period that we should reserve such biographies as Jeannette Eaton's *Leader by Destiny* (Washington), *Jeanne d'Arc, the Warrior Saint*, or Elizabeth Gray's *Penn.* These three biographies deal with the development of great ideals and the slow forging of character through continual self-discipline, essentially adolescent subject matter.

On the other hand, the pre-adolescent child loves action and understands men of action. He

is arriving at some broad standards of right and wrong, governing action: fair play, justice, honesty, courage, even kindness and generosity. These simple ethics of action he understands and will stoutly uphold. Men who embody these virtues he can understand and applaud whether real or imaginary. From the Cinder Lad to Robinhood, from David to Columbus, from Grace Darling to Osa Johnson, children love courageous doers, and reading about them lays important standards for behavior.

Biography begins simply for young children with brief stories of men's lives or anecdotes from the lives of more complex heroes. There are great biographies in the Old Testament: Abraham, David, Joseph and a score of others. The lives of these men of action lay a foundation for a later understanding of the more complex life and character of Jesus. In school, episodes have been selected from the lives of Columbus or Washington or Lincoln for the children to read. All too often these stories were of the mythical type that made the hero less of a man and more of a fairy tale. Now, for even the children of the primary grades, we have Edna Potter's fine *Christopher Columbus*, the D'Aulaire's *George Washington* and *Abraham Lincoln*, and for the older children the unsurpassed *Abe Lincoln Grows Up* by Carl Sandburg (from *The Prairie Years*).

The new biographies written for children are following some of the better standards of adult biography. They are historically true; they represent careful research and they let the man's deeds and recorded words (letters and diaries) speak for him. Because they are written for children, they are told in simple, lively style, sometimes fictionalized in form but usually scrupulously authentic in content. They deal with men of action whom elementary school children can understand and admire. Such doers as Jean Lafitte, Davy Crockett, Sam Houston, Andrew Jackson encounter as many obstacles, are as up-and-doing, as stout-hearted, as per-

sistent as any of the Giant Killers, but they are "really REAL" as one child said. These men are scaled to the child's own reach and their lives satisfy him more completely than any fiction because of that sense of reality that is always the compelling power of biography.

Does this sound like an over-simplification of biography? It is true that many of our heroes such as Jefferson, Franklin, Lincoln have a personal complexity, develop contradictory characteristics, reveal debatable motives or behavior that keep adult readers searching each new biography for fresh clues to the real man behind the public hero. Nevertheless, even these complex great ones provide the writer-for-children with enough understandable deeds, dilemmas and problems solved or obstacles overcome to capture the child's interest and enthusiasm. The character analysis can wait for a later period and a later book.

Biography is making a notable beginning in the elementary school today. Children are listing certain biographies in their selections of favorite books. School librarians tell us that the voluntary withdrawal of biographies by elementary school children has doubled and trebled in the last five years. Teachers who lay hold and use this fine body of books will find their social studies, history, English, infinitely enriched. The biography of character we shall still leave for the high schools, but the well-written, carefully authenticated lives of men and women of action from Vasco Da Gama to Osa Johnson, from Benjamin Franklin to Mark Twain—these we must discover and use in the elementary schools.

Biographies of the Past Year

EDWARD MACDOWELL AND HIS CABIN IN THE PINES. By *Opal Wheeler and Sybil Deucher*. Illustrated by *Mary Greenwalt*. New York: E. P. Dutton and Company, 1940. Pp. 144. \$2.00.

Edward MacDowell, America's foremost composer, is the latest addition to that popular series of biographies of artists and musicians by Opal Wheeler and Sybil Deucher. The young MacDowell is so obviously a prodigy, his achievements crowned with such unflinching success that it is difficult to make him seem credible. The authors succeed by introducing some amusing episodes of a little boy as fond of fun as of music. He would sing his own songs in spite of his Quaker grandfather who frowned upon

both the noise and the music. Edward loved to compose and play the piano but he also liked to draw and read, so he paid his brother, Walter, to practice for him. However, once he fell into the hands of admiring music teachers his progress was steady.

This biography is not as exciting as others in the series, but at least, it proves that genius can live a normal, happy life. The incidents that make up the story are well chosen and well told. The man's joyous nature and his love of the out-of-doors are reflected in the excerpts from his compositions that accompany the text.

YOUNG HICKORY: A STORY OF THE FRONTIER BOYHOOD AND YOUTH OF ANDREW JACKSON. By *Stanley Young*. Illustrated by *Robert Fawcett*. New York: Farrar and Rinehart, 1940. Pp. 271. \$2.00.

Old Hickory the children know from their histories, but what of the Young Hickory who grew into the fighting, duelling, ambitious man whom history records? Stanley Young brings him vividly to life in this story of the young Andrew Jackson. It is fictionalized biography based on authentic historical material, making a book that should prove utterly enthralling for children 10 to 14 years old.

The story is told against a background of backwoods country as wild as the people, and there is the beginning of urban elegance in the city of Charles Town. We first meet the twelve-year-old Andy dreaming in the forest one moment and fighting the next. The book ends with his engagement to the beautiful Rachel Donelson and, in between, the years are filled with turbulent action.

At twelve, Andy confesses to his uncle that he wants to do something people will remember. Sometimes that something is as trivial as riding his horse into a dull courtroom; sometimes it is as significant as fighting for trial by jury in a country used to taking the law into its own hands. Many of the minor characters in the book are as colorful and unique as the truculent hero. The whole tale is told with a vigor and dash that seems to have been characteristic of the Young Hickory as well as the man he grew to be.

BENJAMIN FRANKLIN. By *Enid LaMonte Meadowcroft*. Illustrated by *Donald McKay*. New York: Thomas Y. Crowell Company, 1941. Pp. 190. \$2.00.

Robert Lawson's nonsense tale about Benja-

min Franklin, *Ben and Me*, made everyone suddenly aware that there is a dearth of readable material about Franklin for elementary school children. This year, we understand, we are to have no less than three biographies of Franklin, but we suspect that none will prove more popular with children 9 to 12 years old than Mrs. Meadowcroft's lively and readable book.

Children will find this book dramatic and absorbing reading. Even such old episodes as the encounter with his future wife and her laughter at his excessive burden of bread and the experiment with the kite—these are told with such a keen sense of fun, of great events in homespun that they seem fresh and new. Franklin's wisdom and humor are presented without priggishness. In this book the child gets a vivid sense of Franklin's part in the events leading up to the Revolution, his careful guidance of the new nation, his devotion to public duty even when weary and ill. And here at last is a lively picture for children of the honors and adoration given to Franklin by the French.

Throughout this historical pageant Mrs. Meadowcroft keeps her hero tenderly human and children will never lose the man in the times. She shows Franklin in London buying satin and damask for his good wife and a "lustering petticoat" for his beloved daughter, Sally. She makes us feel his keen delight in receiving from his wife gifts of apples, cranberries and good buckwheat flour. Here, in short, is the man as well as the hero.

This distinguished biography of one of our great citizens of the world is told for children with historical fidelity and literary charm. No elementary school should be without it.

RIVER-BOY. THE STORY OF MARK TWAIN. By Isabel Proudfit. Illustrated by W. C. Nims. New York: Julian Messner, Inc., 1940. Pp. 247. \$2.50.

Children old enough to read *Tom Sawyer* can read the first three parts of this biography of Mark Twain, or enjoy hearing them read. The title of the book is its theme, and a delightful one. We first meet little Sam Clemens playing on the banks of the Mississippi river, going fishing with the somewhat disreputable Tom, catching bats in a cave, watching river life much as Tom Sawyer and Huck might have done. Then we see Sam growing up, apprenticed to a printer, always a little hungry, ashamed of

his clothes, learning to clown to conceal his embarrassment, and finally running away to the river. Next we follow the splendid life on the river where Sam begins as a much-badgered cabin boy and ends as a prosperous pilot. It is from this period of his career that Sam chose his pen name. "Mark Twain" meant two fathoms, the depth needed for safe passage on the river, and so Sam merges gradually into Mark Twain, the children's beloved author.

Upper grade children will like the first half of the book and the high school age will enjoy all of it.

THEY SAILED AND SAILED. By Frances Margaret Fox. New York: E. P. Dutton and Company. 1940. Pp. 224. \$2.00.

It would be hard to imagine a boy or girl from 9 to 12 who would not enjoy and remember these short exciting sketches of the great explorers. Marco Polo, Columbus, Magellan, Drake, Hudson, and Dampier are in the first group. Then comes the curious history of Selkirk, the original Robinson Crusoe, and following Selkirk, very properly, the Swiss Family Robinson. The last group is as varied as possible, including a strange new story of the United States Navy rescuing an orphan white child, "Little Alice," who was being raised by Brazilian Indians on the banks of the Amazon.

These sketches are somewhat fictionalized to give them life and reality, but facts are scrupulously respected. There is a warmth and intimacy about these brief biographies that should leave a vivid impression on young readers.

ON SAFARI. By Theodore J. Waldeck. Illustrated by Kurt Wiese. New York: The Viking Press, 1940. Pp. 208. \$2.50.

This is the story of a boy who just had to be an explorer. His adventures are only equalled by his humiliations and only a stout spirit would have survived the latter to gain at last the dangers and joys of becoming what his heart desired.

Boys love this book and manage to read it from 10 years on. Teachers looking for material on the Congo might well read aloud that one chapter on the "Battle by the Breadfruit Tree," a fight between a leopard and a mother baboon. After that, I suspect the book will circulate rapidly from child to child regardless of "reading levels."

Among . . .

THE MAGAZINES

FROM THOUGHT TO ACTION. By Howard E. Wilson. *Social Education*, October 1941, 5:407-408.

Practical training for citizenship. The author believes that the schools should set the direction of civic thought among children. In order to avoid dealing merely in abstractions, there are many civic apprenticeships that can be used: "get-out-the-vote" campaigns, community beautification programs, housing surveys, and the like. Then there is the possibility of serving apprenticeships under officials of various civic organizations.

CONSERVATION IN THE SCHOOL CURRICULUM. By James T. Worlton. *Curriculum Journal*, October 1941, 12:260-262.

We start by protecting our personal belongings. "Conservation" includes preservation, protection, and effective use of material and human resources. Both incidental and specific techniques should be used in attacking the theme of conservation. Curricular activities should be organized around broad areas of human experience. Listed are eight of these areas, together with suggested problems and activities for the various elementary and secondary school grades. For instance, in kindergarten and first grade, the emphasis is on protection of furniture, clothing, and self.

BOOKS FOR THE CHILDREN OF THE THREE AMERICAS. By Edith Thomas. *Progressive Education*, October 1941, 18:310-315.

"Visit foreign lands where wonders are." This is an excerpt from a list presented to the conferees of the New Education Fellowship. The objective is friendship through understanding. Included are picture books and stories about the United States, and stories reflecting the Canadian, the Mexican, the Central American, the West Indian, and the South American scene.

IS OUR ELEMENTARY EDUCATION TOO SOFT? By Franklin C. Chillrud. *Social Education*, October 1941, 5:438-441.

Thumbs down on the Progressive Education group! The average child receives less guidance outside the school than he did yesterday; there is less socially useful work for him within the family group. It is the author's belief that Progressive Education, with its emphasis on pupil-interest, has failed to prepare for adult responsibilities and activities. Many readers will disagree with some of Mr. Chillrud's conclusions, but his statements may well lead to a more objective evaluation of some of our current practices.

FAITH IN EDUCATION. By Eduard C. Lindeman. *Progressive Education*, October, 1941, 18:301-302.

Eradicate the disease of pessimism. This digest of an address is genuinely thought-provoking. An interesting classification of pessimism is given, followed by the statement that the chief antidote for pessimism is action. In order to regenerate faith in education, we must stop whimpering, stop wasting energy on counter-attacks against those who oppose progressive education. We must move closer to the technicians and to the moralists in the world of education.

EDUCATION FOR LEISURE. By Charles C. Peters. *Curriculum Journal*, October 1941, 12:246-249.

What are our leisure needs? How may we satisfy them? Work should give satisfactions parallel to those of leisure. According to the author, the future contains no need for drudgery, since machines can replace toilsome hand labor. Recreational activities should be free from coercion, and there should be diversity. As to forms, we can match ideas, have festivals, pursue creative hobby work, enjoy the products of esthetic arts, carry on exploratory activities, loaf and invite out souls, or just loaf. It is exceedingly important that we have a right to choose our own leisure activities.

News...

HERE AND THERE

New A.C.E. Branches

Alhambra Association for Childhood Education, California
 Santa Clara Association for Childhood Education, San Jose, California
 Illinois State Normal University Association for Childhood Education, Normal, Illinois
 Bayonne Kindergarten Association, New Jersey
 Warren County Association for Childhood Education, Tennessee

Executive Board Meets

Members of the national A.C.E. Executive Board will hold their semi-annual meeting at Washington Headquarters, November 21 and 22. Present also will be Emily Miller, general chairman of the Golden Jubilee Convention to be held in Buffalo, New York, April 6-10, 1942.

The convention program, plans for the celebration of the Association's 50th Anniversary, and the regular work of the national organization will be discussed.

Science Out-of-Doors

The autumn weekend of October 17-19 was an ideal time for the "Science of the Out-of-Doors" program held by the St. Louis, Missouri, A.C.E. Through the National Park Service the group secured the use of a forest camp sixty miles from St. Louis. Gerald S. Craig of Teachers College, Columbia University, was invited to lead the program. Some came to work, some just to enjoy the autumn foliage, but all found it a worthwhile weekend.

Children's Museum Incorporates

In 1935 the Jacksonville, Florida, A.C.E. began its work for a children's museum. Display cases for educational exhibits were obtained and gradually interest was aroused among local owners of museum material. The first unit of the museum was housed in the foyer of the Barnett National Bank in 1938 and since that time many beautiful and valuable things have been loaned by Jacksonville citizens.

The latest step toward a permanent museum for children is the granting by the Circuit Court

of a corporation charter on a "not for profit" basis. With this firm foundation for their efforts the A.C.E. group expects to follow through on long-time plans.

Committee Project

The national A.C.E. Committee on Music, Satis N. Coleman, chairman, and the Lincoln School of Teachers College, Columbia University, are working together on a study in music reading readiness. Cooperating are superintendents, music supervisors and teachers in a number of public schools in different parts of the country. Through this study it is hoped that ways and means will be found to make school music more vital and more meaningful to children, especially to those of average musical ability.

Bulletin Revised

Bibliography of Books for Young Children was revised and reprinted in July. A departure from previous practice is the elimination of grade levels and the substitution of suggested age levels. The 73-page bulletin may be ordered from A.C.E. Headquarters, 1201 Sixteenth Street, N.W., Washington, D.C. Price 50c.

Changes

Howard A. Lane, associate professor of education at Northwestern University, Evanston, Illinois, to Hampton Institute, Hampton, Virginia, for one year.

Alida Shinn, from director of one of the nursery school groups at National College of Education, Evanston, Illinois, to Dobbins Vocational School, Philadelphia, Pennsylvania.

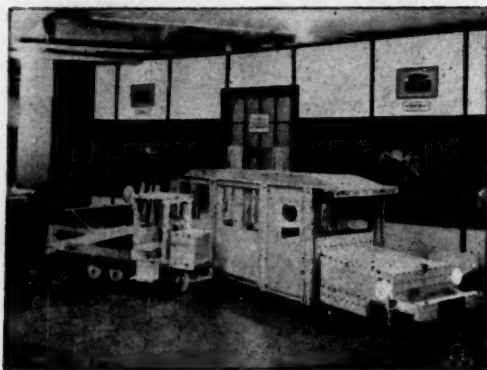
George D. Stoddard, from dean of the graduate school and director of the Iowa Child Welfare Research Station at University of Iowa, Iowa City, to commissioner of education for the State of New York, Albany, beginning June 1, 1942.

Carleton Washburne, superintendent of schools at Winnetka, Illinois, to Louisiana State University for six months as director of a survey of elementary and secondary schools for the State of Louisiana.

Retirements

Louella Egan, from primary supervisor in the New Orleans, Louisiana, public schools; to be succeeded by Rose Ferran.

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Survey Brings Change

As a result of a survey conducted in 1939-41 in the schools of Gary, Indiana, the primary grades have changed from a departmentalized setup to a one-teacher, one-grade plan. The elementary phase of the survey was directed by Wendell W. Wright, assisted by Ruth G. Strickland, both of the University of Indiana.

Elizabeth Ann Kempton, supervisor of primary grades, reports that children, teachers and parents are finding value and satisfaction in the new plan. The mother of a third grade child said, "I am so glad to have my little girl in the new plan. She is happier and talks more about her school and her teacher than she has since she was in kindergarten." A first grade child answered her teacher's question, "Who can explain what the word 'cosy' means?" by saying, "Cosy is what our room is now."

Library Sponsors Radio Program

The children's department of the Denver, Colorado, public library sponsors a children's radio program, "Once Upon a Time," over National Broadcasting Company station KOA. Following are excerpts from an article by Katherine Watson, head of the department, in *Library Journal*:

The many letters that have come to us, from isolated communities so small that one cannot locate them on the map, have made the extra work seem very worthwhile. We send our schedule in to the program director of KOA two or three months in advance. He in turn sends it to NBC in New York for them to secure copyright clearance from the publishers. It is absolutely necessary to obtain permission from the publishers before any material can be used on the air.

Our "Once Upon a Time" program has been given every Saturday for the past four and a half years. The broadcast is not a commercial one, as KOA gives the public library this time. We begin our program with the theme:

"Anything can happen in fairy tales or rhyme,
Beginning with the magic words—Once Upon a Time."

And then for fifteen minutes *anything can happen*. It may be "Snow White and the Seven Dwarfs," "Murdoch's Path," or "Robin Hood."

Kindergarten Legislation

In spite of the assurances of many New York State legislators, there will be no state aid for kindergartens this year. Although a bill passed both houses of the legislature it was vetoed by the Governor along with other bills calling for appropriations. Evidently this move was not unexpected. In reporting it the New York

(Continued on page 144)

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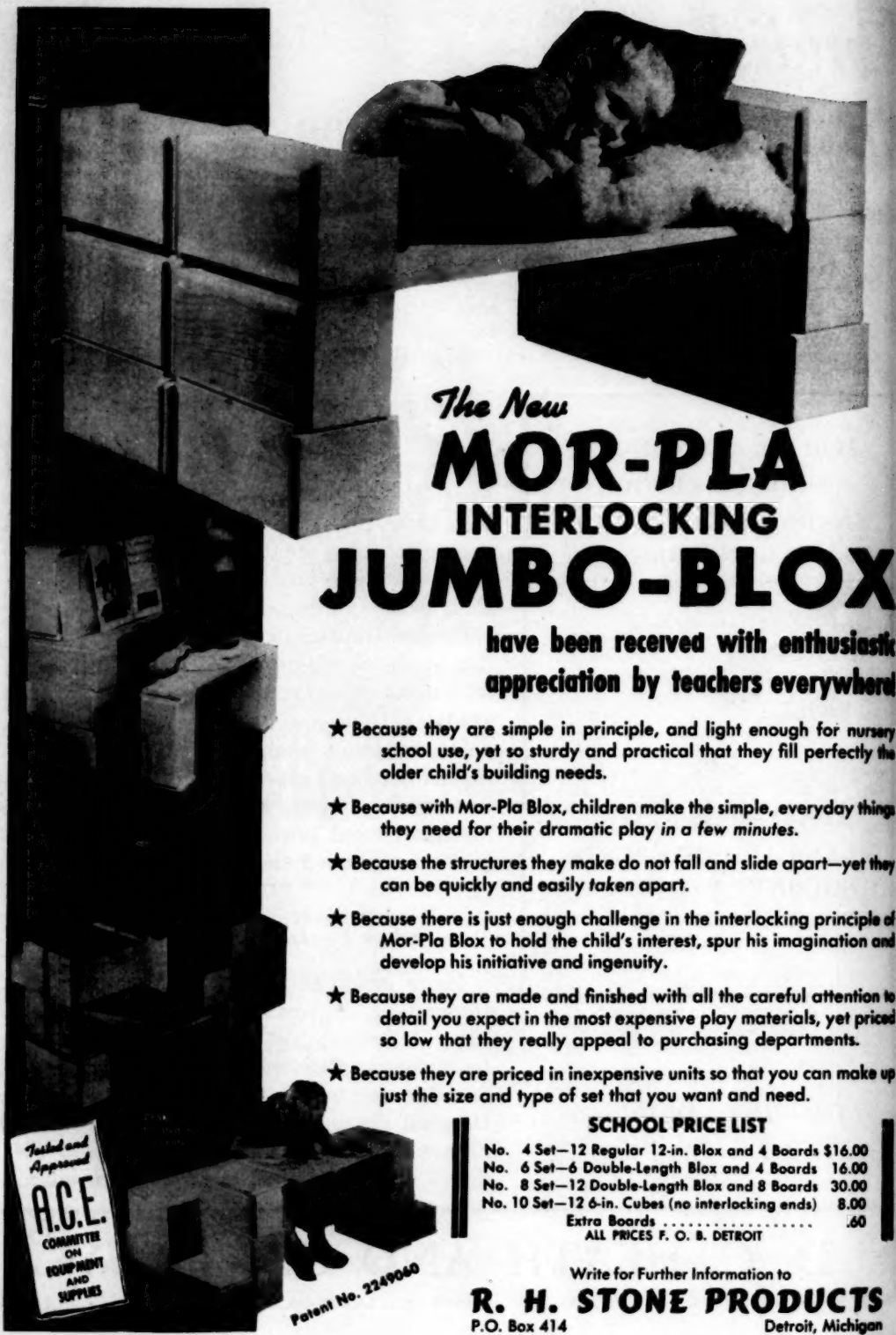
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(Continued from page 140)

City Chapter of the New York State Association for Nursery Education says:

It looks as though some of our representatives, in anticipation of a veto, played safe when they agreed to vote for the measure. Experience is teaching us that we must take into account the political maneuvering of our lawmakers and plan our publicity accordingly. Each one of us must start next year's campaign for state aid for kindergartens immediately, by enlisting the help and interest of the voting public.

Kindergartens in Australia

What Australia is doing for young children is told in the May 1941 *School Life*, journal of the U. S. Office of Education.

This year Melbourne, Australia, opened the first kindergarten to be built and equipped by public funds. Half of the maintenance is assumed by the Melbourne City Council and the other half by a sponsoring committee. Plans are completed for more kindergartens to be undertaken this year with a total program of 17 proposed.

This public responsibility for the education of young children is the first such in Australia and bears testimony to the consistent work and leadership of the privately supported kindergarten unions organized in the several States during the past 30 years.

This publicly supported program in Melbourne follows closely upon the initiation of the Australian Commonwealth scheme of building demonstration research centers for child development in the capital cities of each of the six States—Victoria, New South Wales, South Australia, West Australia, Queensland, and Tasmania. These centers have been built, equipped and staffed within the past 2 years under a 5-year Commonwealth appropriation. They are now receiving children from 2 to 6 years of age in nursery schools and kindergartens and serving both children and parents in the health clinics and family welfare services. An ambitious program of research in child development is also under way in each center.

Australia is recognizing that one of its first lines of defense is the protection of its young children. As the Commonwealth meets the tremendous demands for war materials and armies it is also farsighted enough to plan for the health and education of its young citizens.

Roots of Democracy

The National Association for Nursery Education has just released *Cultivating the Roots of Democracy*, a booklet for parents of young children and those working with parents. The photographic illustrations and brief text tell graphically how nursery school education can help in the program for total defense. Profits from the sale of the booklet will go to nursery education workers in England to assist them in furthering the protection of young children. Order from the N.A.N.E. Distribution Center, W 514 East Hall, University of Iowa, Iowa City. Price 15¢ per dozen, \$1.50.